

VOLUME V

The

NUMBER 11

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



APRIL, 1925



The Easter Convention

The Fifteenth Annual Convention of the Alberta Educational Association, and the Eighth Annual General Meeting of the Alberta Teachers' Alliance, will both be held in the First Presbyterian Church, Edmonton, during Easter week. The Convention speaker will be G. A. Prosser, Director of Dunwoodie Institute of Technology, Minneapolis, U.S.A., Director U.S. Bureau of Vocational Education, who will deal with the subject of Technical Education.

The opening session of the Annual General Meeting of the A.T.A. will be held on Easter Monday, April 13th. Further sessions will be held as announced from the chair. All Teachers in the Province who can do so are urged to attend this Convention.

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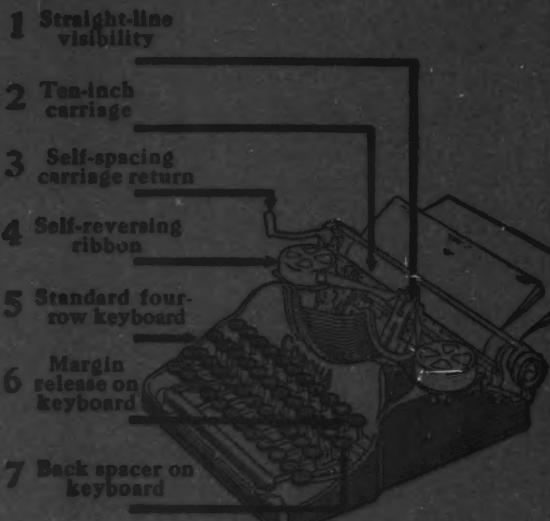
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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



EXECUTIVE OF A.T.A. 1924-25.

President: W. W. Scott, Calgary.

Immediate Past President: J. E. Somerville, Edmonton.

Vice-President: Golden L. Woolf, Cardston.

GENERAL SECRETARY-TREASURER: John W. Barnett, Imperial Bank Bldg., Edmonton.

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FINANCE COMMITTEE: H. Leonard Humphreys, Jas. McCrea, J. E. Somerville.

The A.T.A. Magazine

EDITOR: H. C. Newland, M.A., LL.B., Edmonton.

ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler, Medicine Hat; Miss M. J. Goudie, Medicine Hat; C. S. Edwards, Edmonton; J. D. Ferguson, Calgary.

BUSINESS MANAGER: John W. Barnett, Edmonton.

Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.

Imperial Bank Building, Edmonton, Alta.

Subscription: Members of A.T.A. - - - - - \$1.00 per annum
Non-Members - - - - - \$1.50 per annum

Vol. V.

Edmonton, April, 1925.

No. 11

INNISFAIL S. D.
CLUNY S. D. No. 2334
LUCKNOW S. D.
WABAMUN SCHOOL BOARD
WAINWRIGHT S. D. No. 1658
GLENWOOD CONSOLIDATED No. 32
REDCLIFF SCHOOL BOARD
VERMILION SCHOOL BOARD

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

Official Announcements

RE BALLOTS FOR ELECTION OF EXECUTIVE

Ballots will be printed and mailed to each member in good standing in the Alliance not later than April 1. This will give ample time for them to be distributed and returned to this office before the Annual General Meeting, the opening session of which will take place in the First Presbyterian Church, Edmonton, on Monday, April 13, at 1.30 p.m.

Local Executives are asked particularly to persuade ALL members to use their franchise. The Annual General Meeting elects the members of the Executive, but, since the inception of the Alliance, the election of the Executive at the Annual

General Meeting has been merely a formality in that all that has been required to be done has been to "ratify the ballot." The article in the Constitution providing for the election of officers by the Annual General Meeting provides an excellent way of avoiding any tangle which might arise from the ballot, and the result of the ballot has, heretofore, shown the will of the membership with respect to whom the members desire should serve them.

With a view to making the ballot more expressive of the will of the membership, it is suggested that Local Executives will do all possible to check up their members and see that their marked ballots are forwarded to Headquarters. The ballots might be collected and sent in one package to the above address, or, in the case of the large locals, the different representatives in the schools might be induced to collect the ballots of every member in his own particular school and forward them to the Local Secretary for mailing to Headquarters.

In order to make the ballot as secret as possible, packages and envelopes containing ballots should contain **BALLOTS ONLY**. Ballot envelopes are marked "X", so that all envelopes not so marked will be opened by us as ordinary mail. Envelopes containing ballots should be **SEALED** before mailing, and they will not be opened until the scrutineers deal with them.

If any ballots go astray in the mails, or if members do not receive one, Local Secretaries may "wire" us (collect) for extra ballots and forward a list of the names of parties to whom ballots have been delivered thus.

Members in good standing who do not receive a ballot by April 4th may communicate with headquarters and ask for duplicate ballot.

BALLOTS SHOULD BE RETURNED SO AS TO ARRIVE AT EDMONTON BY APRIL 13TH, AT THE VERY LATEST.

COMPOSITION OF ANNUAL GENERAL MEETING

Any member of the Alliance has the right to be present at the Annual General Meeting, and to take part in the discussion, but accredited delegates **ONLY** have the right to vote.

MEMBERS-AT-LARGE may now secure representation by delegates at the Annual General Meeting by meeting together on Monday afternoon, April 13, in the Lecture Hall of the First Presbyterian Church, Edmonton, at 1.30 p.m. They are now privileged to appoint delegates in accordance with the following table:

Six Members—One Delegate.

Ten Members—Two Delegates.

Twenty-five Members—Three Delegates.

Over Twenty-five Members—Three Delegates for the first twenty-five members, and one additional Delegate for each additional twenty-five or major fraction thereof.

POOLING OF EXPENSES OF ACCREDITED DELEGATES

Reduced Railway Rates.—Each delegate should obtain a standard certificate from the agent at the point of departure, in order that advantage may be taken of the special rate for teachers attending the Easter meeting.

The transportation expenses of accredited delegates of Locals will be "pooled," and all delegates are specially requested to hand in the "Duplicate Delegate's Credential Form" with "Transportation Expense Voucher" attached. These two forms should be handed to the official authorized to collect them on the FIRST afternoon of the Annual General Meeting, April 13; otherwise the fixing of the "pool rate" is unnecessarily delayed.

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Sir Francis Drake.
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CONTENTS

PROSE

John Franklin, from "The Book of the Long Trail."
David Livingstone, from "The Book of the Long Trail."
Robert Scott, from "The Book of the Long Trail."
Trafalgar, from "The Book of the Blue Sea."
The Battle of Jutland, from "Tales of the Great War."
Zeebrugge and Ostend, from "Submarines and Anti-submarines."

POETRY

Vitai Lampada.	Craven.	The Toy Band.
The Fighting Téméraire.	He Fell Among Thieves.	Hic Jacet.
Hawke.	The Best School of All.	The Adventurers.
	The Vigil.	

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A.T.A. MAGAZINE ADVERTISERS

Please bring to the attention of your members that the A.T.A. Magazine is generously supported by advertisers who really expect some reciprocation from the teachers. "Mention the A.T.A. Magazine" should be the aim of members during Easter Week, especially when dealing with firms who have undertaken to do business with us.

COLLECTION OF FEES.

The early winter and closing of roads for travel, together with the lateness of the Annual General Meeting, has very seriously shortened our period of field work. Between now and the time of the Annual General Meeting the only possible method of extending the work of the Alliance will be through the aggressive work of Locals and by correspondence from Head Office. Correspondence is the most unsatisfactory method of doing this kind of work, for it is the "personal touch" which counts most. Unless there be a vigorous campaign amongst Locals during the next three months, our membership will suffer the first "drop" in the history of the Alliance. The Executive therefore makes a very urgent appeal for energy, concentration and loyalty on the part of Locals. Our financial year closes on March 31, and Locals are asked to keep this date particularly in mind, so that every possible membership fee may be forwarded on or before that date. The tide seems to have turned at last, salaries in the rural districts have now reached rock-bottom level; the situation has been saved by the Alliance in the cities; recent successes in the Law Courts have added greatly to the prestige of the A.T.A., and all that is now required is energy, optimism and a bumper roster of membership.

PAYMENTS REQUIRED OF MEMBERS

	Membership Annual Salary	Subscription A.T.A.	Subscription Magazine	Total
(1) Under \$1500	\$ 5.00	\$ 1.00	\$6.00
(2) \$1500 but less than \$2000	7.00	1.00	8.00
(3) \$2000 but less than \$2500	9.00	1.00	10.00
(4) \$2500 and over	10.00	1.00	11.00

These fees do NOT include the local Alliance fee.

N.B.—Every loyal member of the Alliance should subscribe the \$1.00 (included above) to the A.T.A. Magazine.

NAMES AND ADDRESSES OF LOCAL SECRETARIES

Local Alliance	Name and Address of Secretary
BANFF	Vera E. Tollington.
BASHAW	J. L. West, Bashaw.
BELLEVUE	Mr. C. V. Asselstine, Bellevue.
BOW VALLEY	O. C. Reid, Strathmore.
BLAIRMORE	Miss V. J. Keith.
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CALGARY HIGH	H. B. Love, Commercial High School.
CALGARY NORMAL	D. F. McLeod.
CAMROSE NORMAL	Miss Theima Leeland.
CAMROSE	C. H. Pearson.
CANMORE	Norman A. Wait.
CARDSTON	Pearl Duce, Cardston.
CASTOR	A. J. A. Powell.
CHAUVIN	Mr. G. W. Saul, Chauvin.
CHIPMAN	M. A. Bettin.
CLARESHOLM	I. J. Kain.
COALDALE	F. B. Curtin.
CONSORT	Eleanor C. Heaton.
DAYSLAND	Mr. J. F. Barker, Daysland.
DRUMHELLER	Mr. A. J. Heywood.
EDMONTON HIGH	Mr. A. E. Rosborough, 9611 83 Ave.

EDMONTON PUBLIC	W. Wees, Garneau School.
EDMONTON SEPARATE	P. Moher, 8632 108th St.
EDSON	Mrs. I. Oatway.
ELNORA	Manson I. Kelly.
GLEICHEN	Miss A. H. Noble.
GRANUM	H. G. Beacom, Granum.
HARDISTY	R. K. Coulter.
HIGH RIVER	Miss A. Creighton, High River.
HILLCREST	Miss B. C. Sellon.
HOLDEN	A. Aldridge.
LACOMBE	Miss I. J. Hotson.
LAMONT	Miss Ada A. Crilley.
LETHBRIDGE	P. S. Collins, 1740 7th Ave. N., Lethbridge.
LETHBRIDGE HIGH	D. F. Pegrum, 1201 7th Ave. S.
MAGRATH	Miss N. M. Taylor.
MAYERTHORPE	Alex. Stockwell, Connor Creek.
MEDICINE HAT PUB.	Bray Powell, 141 2nd Ave. S.E.
MEDICINE HAT HIGH	P. L. F. Riches, Alexandra High School.
MONTARIO	John Paul, Monitor.
MUNDARE	Miss J. J. S. McCallum, Mundare.
NORDEGG	Miss R. McLaughlin.
OKOTOKS	H. F. Robins, Okotoks.
OLDS	W. M. Murray.
OYEN	Mrs. Alice C. Robinson, Oyen.
PINCHER CREEK	Eric V. C. Tucker, Pincher Creek
PONOKA	Olive M. Folkins.
PROVOST	Miss B. L. Taylor.
RAYMOND	Jno. H. Blackmore, Raymond.
RADWAY CENTRE	Miss M. A. Gowda.
RANFURLY	L. O. Burger.
RED DEER	Miss Pearl Ebert, Red Deer.
SMOKY LAKE	Miss P. Nimersky, Smoky Lake.
STETTLER	Thos. Fletcher, Stettler.
STROME	M. Creig, Strome.
STONY PLAIN	A. Violet White.
TROCHU	Principal of School, Trochu.
VEGREVILLE	Miss I. M. Mitchell, Vegreville.
VETERAN	D. Buchanan.
VIKING	Miss G. Gallagher.
VULCAN	Principal of School, Vulcan.

PROVISIONAL LOCALS

LINFIELD	Mr. W. Wallace.
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Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

Resolutions for A.G.M.

AMENDMENTS TO ORDINANCE

1

WHEREAS, The matter of making Easter week a Statutory Holiday has had considerable support;

THEREFORE BE IT RESOLVED, That we heartily endorse the principle.

2

RESOLVED, That the A.T.A. request the Government to so amend the School Ordinance as to provide that the basis of computation of the teacher's salary be on a monthly basis, rather than on the daily basis as at present; that is to say, the teacher be paid one tenth (1-10th) of a year's salary each month.

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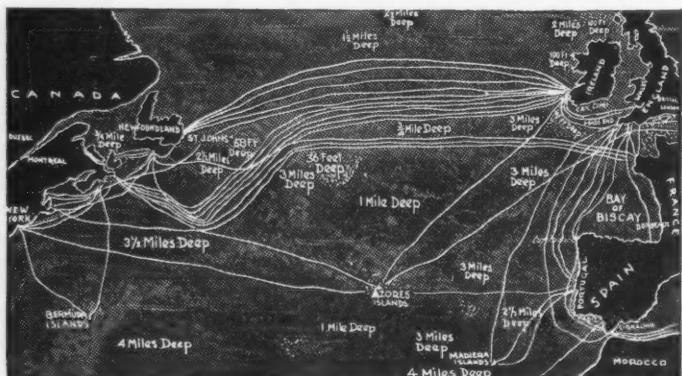
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3

RESOLVED, That the number of teaching days in the year be reduced from 210 to 200, and that yearly salaries be computed on the basis of a 200-day year.

4

RESOLVED, That the Department of Education be asked to fix the date of the opening of all urban schools in the Province for the Tuesday immediately after Labor Day.

5

WHEREAS, The dusty condition of unoiled school floors is detrimental to the health of teachers and pupils;

AND WHEREAS, The practice of scrubbing monthly does little to remedy this evil;

BE IT RESOLVED, That we protest against this condition and request that the health regulations be enforced by the Department, leading to Boards being compelled to use dusting compounds or floor oil, so as to effectively lay the dust.

CONSTITUTION

6

WHEREAS, The best interests of the Alliance would be served by having all its activities under one executive official;

THEREFORE BE IT RESOLVED, That the Editor of the A.T.A. Magazine, the Manager of the A.T.A. Bureau of Education, the General Secretary-treasurer of the Alliance, be one person.

7

WHEREAS, Should the preceding resolution regarding the amalgamation of the different offices of the Alliance be endorsed;

BE IT RESOLVED, That the office of the chief official be thrown open to applicants, and the Executive be empowered to make the appointment.

8

WHEREAS, In our opinion, the overhead expense of the administration of the A.T.A. is too high; and

WHEREAS, One man could, we believe, handle all the official business of General Offices;

THEREFORE BE IT RESOLVED, That a General Manager be appointed forthwith, as was directed by the Annual General Meeting last year.

9

WHEREAS, Our present system of election of officers of the A.T.A. does not permit the rank and file of the teachers to become acquainted with the men or women who are elected to these offices;

THEREFORE BE IT RESOLVED, That the Annual election of all officers be held at the Annual General Meeting by a bona fide vote of all the delegates present at the Annual General Meeting, such delegates voting en masse for President and Vice-President, and in such sections for geographical representatives.

A.T.A. MAGAZINE

10

RESOLVED, That we, members of the A.T.A. assembled in Convention, pledge ourselves during Easter week, and all other times, to do our purchasing at stores and establishments which advertise in the A.T.A. Magazine.

11

WHEREAS, In view of the fact that a great many teachers feel that the A.T.A. Magazine is not meeting the special needs of the teachers of this Province in dealing with our own peculiar problems and promoting means of bettering teaching conditions in the Province;

THEREFORE BE IT RESOLVED, That a management be appointed that will bring it into line with the best interests of the teaching profession of Alberta.

12

RESOLVED, That the Provincial Executive again be requested to go very fully into the matter of the improvement

of the A.T.A. Magazine, and to take steps towards increasing its value and attractiveness to subscribers.

13

RESOLVED, That the Provincial Executive be requested to remodel the plan of the A.T.A. Magazine in such a way that the organ be of more practical use to teachers in outside points; that model lessons be supplied from time to time; that a committee be formed whose business will include the collection of pedagogic theories from educational centres, and current psychological research from the universities.

A.T.A. BUREAU

14

WHEREAS, There has been little improvement in the weak financial condition of the A.T.A. Bureau of Education during the past year; and

WHEREAS, There appears to be little prospect of any betterment of its condition during the coming year; and

WHEREAS, There has been a good deal of dissatisfaction voiced with the service it has rendered;

BE IT THEREFORE RESOLVED, That this A.G.M. appoint a committee empowered to investigate fully all the operations of the Bureau, and to recommend as the result of such investigation, to the Provincial Executive, any measures it may deem necessary for the improvement of both the financial condition of the Bureau and the type of service it renders; and to report also as to whether it judges the Bureau will become at some time a self-supporting enterprise;

AND BE IT FURTHER RESOLVED, That the Provincial Executive be empowered to put such recommendations into force.

CONCILIATION BOARD

15

RESOLVED, That the Convention of the A.T.A. press the Executive of the Alliance to continue its efforts to have the Provincial Government form a workable Board of Conciliation to consider dismissals of teachers.

ORGANIZATION

16

WHEREAS, There are still many teachers in the country districts not conversant with the aims and objects of the Alliance, and consequently not members of this organization;

THEREFORE BE IT RESOLVED, That the Provincial Executive urge the different locals to institute a campaign in their adjacent districts.

EXAMINATIONS

17

WHEREAS, The transportation charges and maintenance expenses of sub-examiners residing outside of Edmonton has been particularly burdensome;

THEREFORE BE IT RESOLVED, That more consideration be given to those coming from a distance.

18

RESOLVED, That the Department of Education set a definite pass standard for Departmental examinations.

19

RESOLVED, That the A.T.A. ask the Department of Education to create a Grade VIII. Examinations Board, representative of the Grade VIII. teachers, the High School teachers, and the Departmental officials.

20

RESOLVED, That the A.T.A. request the Department of Education to return to a complete Grade VIII. examination system, one paper in each subject.

21

RESOLVED, That the Department of Education be asked to modernize the procedure of marking and valuing the answer papers of the Departmental Examinations, by basing that

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procedure, to a greater extent than now obtains, upon the established principles of educational statistics, to the end that:

(1) The subjective element in the valuing of answers, and in the distribution of marks on the question papers, may be brought to a minimum; and

(2) Provincial standards of achievement be established in the various subjects, and that the standard for passing in these subjects bear a definite relation to those standards of achievement.

CURRICULA

22

RESOLVED, That Broadus' Book of Canadian Prose and Verse is not considered by the A.T.A. suitable material for supplementary reading in Grade IX.

23

RESOLVED, That we ask the Department of Education to place "The Easy Primer," by E. M. Burnett, on the list of Free Authorized Readers.

24

RESOLVED, That the course in Grade X. History would be materially improved if some hundred or so pages of the text-book dealing with the Campaigns of War were eliminated.

INSPECTION

25

WHEREAS, The Public School Inspectors are for the most part High School principals who have had little or no experience in teaching primary grades; and

WHEREAS, We feel that primary teachers need the advantage of co-operation with those conversant with the most up-to-date primary methods;

THEREFORE BE IT RESOLVED, That the A.T.A. ask the Department of Education to appoint a primary specialist to inspect the primary rooms of the Province.

RESOLVED, That the Department of Education once again be requested to supply principals of High Schools with marks of successful students, as well as the unsuccessful, at the Departmental Examinations.

26

RESOLVED, That the High School Inspector send a written report of his inspection to teachers before it is sent to the School Board.

TENURE

27

RESOLVED, That the law regarding authority of teacher be amended to read as follows: "That the teacher's jurisdiction over a child be continuous where he or she is personally involved."

28

RESOLVED, That a clause be inserted in the Teacher's Agreement, and in the section of the School Act dealing with the dismissal of teachers, making it compulsory for all School Boards, when dismissing a teacher, to give him a written statement, over the district seal, clearly setting forth their reasons for so doing; and

FURTHERMORE BE IT RESOLVED, That this matter be brought before the Trustees' Convention at their next Annual Meeting, with a request for their support.

PENSIONS

29

RESOLVED, That the Annual General Meeting of the A.T.A. endorse the action of the Provincial Executive in pressing for the immediate adoption of a Pensions Scheme for teachers.

30

RESOLVED, That the A.T.A. carry out with the greatest possible energy the plans for a Provincial Pensions System, as already advanced and promoted by the Provincial Pensions Committee, and that, if need be, the Provincial Government

be pressed to secure action in the Legislature necessary for such a scheme.

MUNICIPAL SCHOOL BOARDS

31

WHEREAS, The Rural School District as a Local Educational Administrative District has proven to be costly, inefficient, and out of date; and

WHEREAS, The Province is now divided into convenient administrative areas, known as Municipalities;

BE IT RESOLVED, That the Government be petitioned to press forward legislation for the creation of Municipal School Boards.

BLANKET TAX

32

RESOLVED, That the A.T.A. do all they possibly can to have the Provincial Government institute a "blanket tax" as outlined by Mr. Baker at the Annual Convention of the Alberta Trustees' Association.

PROFESSIONAL QUALIFICATIONS

33

WHEREAS, In the four Western Provinces the standards of the academic and professional courses for teachers are essentially the same, and as certificates from other parts of the Empire are recognized in any of these provinces;

BE IT RESOLVED, That the A.T.A. request the C.T.F. to take steps to have all First and Second Class Certificates in any of these Provinces recognized and accepted as such in all the other Provinces.

DISCIPLINE

34

RESOLVED, That the A.T.A. take disciplinary measures against teachers against whom dishonest practises in Departmental examinations can be proven.

GENERAL

35

RESOLVED, That the A.T.A. go on record as disapproving the act of the Edmonton City Council in endeavoring to discriminate against teachers in obtaining full rights of citizenship.

36

RESOLVED, That the A.T.A. go on record as being strongly in favor of the resolution of the Annual Convention of the G.W.V.A. at Banff, as follows:

"**WHEREAS**, In Alberta there has been a display of unpatriotic sentiment by a number of men not allowing their children to pay respect to the British Flag, or sing, 'O Canada';

"**AND WHEREAS**, This Association is pledged to inculcate loyalty in the British Empire;

"**THEREFORE BE IT RESOLVED**, That we register our strong disapproval of these actions, and petition the Minister of Education to place such regulations in the School Act, in order to prevent recurrence of such conduct, and to compel the carrying out of patriotic exercises in all schools under their jurisdiction."

37

WHEREAS, It is customary for farmers, doctors, dentists, etc., to deduct from their total income on their Income Tax returns the cost of material necessary for professional or other equipment; and

WHEREAS, it is necessary for progressive teachers from time to time to purchase books or other material for professional purposes; and

WHEREAS, No exemptions whatever of the above nature are granted to teachers;

THEREFORE BE IT RESOLVED, That the A.T.A. interview the proper authorities with a view to the improvement of the present situation.

TEACHERS

During the month of July there were over 280 positions in the Teaching Profession advertised in the Journal and Alberta Farm Journal. If you are looking for a position or desire to change your school, use the Classified Columns of the Daily Journal and Alberta Farm Journal.

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Does your school need a competent teacher? If so, advertise in the Journal and Alberta Farm Journal. Are you building a new school? If so, save money by advertising for tenders in the paper that reaches all the worthwhile contractors in Central and Northern Alberta.

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MEMBERS OF THE ALLIANCE,

ATTENTION!

If you are a member of the A.T.A., you have the right to be present and take part in the discussion, although Accredited Delegates only have the right to vote.

Members who are not attached to Locals may meet on Monday afternoon, April 13, and APPOINT DELEGATES to vote on their behalf.

Don't leave others to do the work; have a say in it yourself.

OPENING SESSION, MONDAY AFTERNOON, APRIL 13, AT 1.30

Lecture Hall, First Presbyterian Church, 105th Street, Edmonton

John W. Barnett,
General Secretary-Treasurer.

Directory

THE CANADIAN TEACHERS' FEDERATION

President	LT-COL. W. C. MICHELL, M.C., B.A., Ontario
Vice-President	R. E. HOWE, Quebec
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PROVINCIAL SECRETARIES

British Columbia—	H. Charlesworth, 410 Campbell Bldg., Victoria.
Alberta—	J. W. Barnett, Imperial Bank Building, Edmonton.
Saskatchewan—	J. M. Thomas, Conquest.
Manitoba—	E. K. Marshall, 403 McIntyre Block, Winnipeg.
Ontario Public School (Men)—	L. J. Colling, 98 Barnesdale Road, N., Hamilton.
Ontario Public School (Women)—	Miss H. Emma Carr, 374 Herkimer Street, Hamilton.
Ontario Secondary School—	S. H. Henry, 226 Evelyn Avenue, Toronto.
Provincial Association of Protestant Teachers of Quebec—	A. W. Lang, Montreal.

NATIONAL UNION OF TEACHERS (England):

F. W. Goldstone, Hamilton House, London (Eng.), W.C.1.

AMERICAN FEDERATION OF TEACHERS:

F. G. Stecker, 327 S. Lasalle Street, Chicago, Ill.

NATIONAL UNION OF WOMEN TEACHERS (England):

Miss Ethel E. Froud, 39 Gordon Square, London (Eng.), W.C. 1.

C. T. F. News Letter

403 McIntyre Block, Winnipeg,
February, 1925.

To the Executive and Members of the Canadian Teachers' Federation:

Since my last letter, little news from the Provincial Organizations has come to hand.

Alberta has had the interesting experience of having damages awarded a teacher who had been victimized by a School Board, who engaged three or four teachers and then sent regrets to all but one.

Minutes of the Annual Meeting of the Ontario Secondary School Teachers' Federation have come to hand. The amount of business transacted during the short time indicated on the program leads one to conclude that this Federation is well organized, efficiently directed, and intensely in earnest.

The officers for 1925 are as follows:

- President: Dr. E. A. Hardy.
- First Vice-President: Mr. Bryan.
- Second Vice-President: Miss J. W. Carter.
- Treasurer: Mr. A. S. Zavitz.
- Publicity Representative: Mr. J. H. Hardy.
- Continuation School Representative:
Mr. G. A. Clark.
- Secretary: Mr. S. H. Henry.

The Convention also appointed Mr. W. Clarke to

be official delegate to the C.T.F. Convention in 1925.

The Manitoba Teachers' Federation, at its December Convention, revised its Constitution, reviewed the work of the past year, and gave splendid encouragement to the new Executive to attempt and accomplish greater things than the past has seen.

The new Executive is as follows: President, Mr. A. C. Campbell; Vice-President, Mr. W. W. McDonald; Immediate Past President, Mr. C. W. Laidlaw; Secretary-Treasurer, Mr. F. D. Baragar; General Secretary, Mr. E. K. Marshall.

Executive: Miss Margaret Cameron, Miss E. M. Wright, Miss Hazel Manwaring, Mr. A. E. Hearn, Mr. W. Mountford, Mr. W. Sadler, Brother Joseph, Mr. W. N. Ball, Mr. W. E. March, Mr. J. R. Hamilton.

The Manitoba Teachers' Federation has taken advantage of the Provincial Radio Service, and two talks per week are being given by teachers broadcasted by CEY. Letters from adjoining Provinces and States, as well as from many points in Manitoba, indicate general appreciation of the service.

From the December number of the Bulletin of the Nova Scotia Teachers' Union we clip the following:

"The Annual Meeting of the N.S.T.U. was held at Colchester Academy, Truro, N.S., on November 8th. . . . The question of affiliation with the Canadian Teachers' Federation was taken up, and after much discussion, it was decided that we immediately take steps to join with the Canadian Organization."

We are very sure that our friends from Nova Scotia will be warmly welcomed by the present members of the C.T.F.

Letters from the different Provinces indicate that the work assigned by the Executive of the C.T.F. to the various Provincial Organizations is being undertaken with zeal and intelligence. A full program for the August Convention is assured.

Several teachers throughout the Dominion expect to attend the World Federation in Edinburgh, July 20th to 28th. If these teachers will forward their names through their Provincial Representative on the C.T.F. Executive, arrangements will be made to issue credentials to them. Early action will be appreciated.

G. J. ELLIOTT,

Secretary, Canadian Teachers' Federation.

Camrose Normal Alumni



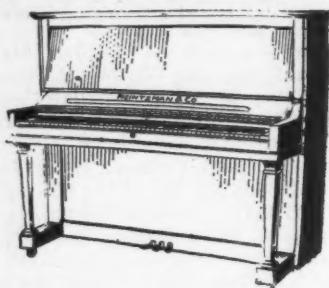
Miss Sally Duke is teaching again near Provost.

Mr. Dick and family live near Lethbridge, where Mr. Dick is a paedagogue in a consolidated school.

Miss Kathleen McGregor is taking a year's leave of absence from paedagogical duties at her home in Provost.

At the Easter reunion the financial statement will be presented. This shows our finances to be in a flourishing condition. We have in mind the proposition of reducing the fee. It's the members we want, not their money. All those in favor, say "Aye."

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Local News

EDMONTON PUBLIC SCHOOL

A meeting of the Edmonton Public School Alliance was held in the McKay Avenue School on Wednesday, March 4th, President Elliot in the chair.

The principal business of the meeting was to make nominations for the election of members of the Provincial Executive. H. L. Humphreys, of McCauley School, Edmonton, was nominated as candidate for President of the Provincial Alliance; Golden L. Woolf, of Cardston, was nominated candidate for Vice-President. The Local decided not to nominate a candidate for the office of District Representative for Edmonton, but to leave it to the Edmonton High School Local to nominate one.

The Local commenced the consideration of resolutions to be placed on the agenda of business for consideration of the Annual General Meeting of the Provincial body, which is held during Easter week. A resolution introduced by C. B. Willis was adopted, asking that the Department of Education set a definite pass standard for Departmental Examinations.

The Local expressed itself in favor of the recommendation of the School Management Committee of the Edmonton School Board, that final examinations be set for all pupils in Grades IV. to VII., in the following subjects: reading, writing, the four processes of arithmetic, language, and spelling. These tests are not to take the place of examinations for recommendation, nor the examination for those not recommended for promotion to Grade IX.

The Public School teachers protested against a practice indulged in by certain parents and others, of reporting their grievances to the School Board direct rather than to the teachers. The Alliance representative on the School Board was instructed to suggest to the Board that the teachers were not in agreement with this policy.

The teachers expressed as very strongly disapproving of the recent Charter amendment projected by the City Council, and unanimously adopted the following resolution:

"Resolved, That the Edmonton Public School Teachers' Alliance go on record as protesting against the action of the Edmonton City Council in their endeavor to deny to teachers the right to serve as Aldermen."

MAYERTHORPE LOCAL

Social activities rather interfered with the work of the Local this month, but a meeting was finally held in the Institute Hall on March 20th. Four teachers were present. Further arrangements were discussed as regards the movie service from the Department of Extension. The show will be held during the week of April 13 to 18. A delegate to the Annual General Meeting was appointed, and a contribution offered towards her expenses. It was suggested that the president call another meeting as soon as a copy of the resolutions for the Annual General Meeting arrived from headquarters, in order that the members might discuss and vote upon them.

All teachers who are within reach of Mayerthorpe are cordially invited to attend our meetings.

SMOKY LAKE

The Smoky Lake Local held the second meeting since the Christmas vacation at the Smoky Lake School on March 7th. Thirteen teachers were present. Mr. James Part, of Riverside, and Mr. Laing, of Yuma, are new members of the Local, who will try to be in regular attendance in the future.

The Local was also fortunate in having Mr. J. W. Barnett as a visitor.

Several resolutions for the Convention at Easter were passed by the Local:

1. That the Alliance continue its efforts to have the Provincial Government form a workable Board of Conciliation to consider the dismissals of teachers.

2. That we go on record as being strongly in favor of the resolution of the Annual Convention of the G.W.V.A. at Banff, as follows:

"Whereas, In Alberta there has been a display of unpatriotic sentiment by a number of men not allowing their children to pay respect to the British Flag, or sing 'O Canada';

"And Whereas, This Association is pledged to inculcate loyalty to the British Empire;

"Therefore Be It Resolved, That we register our strong disapproval of these actions, and petition the Minister of Education to place such regulations in the School Act, in order to prevent recurrence of such conduct, and to compel the carrying out of patriotic exercises in all schools under their jurisdiction."

3. That the Alliance do all it possibly can to have the Provincial Government institute a "Blanket Tax", as outlined by Mr. Baker at the late Convention of the Alberta Trustees' Association.

4. That we be strongly in favor of one-tenth of the teacher's yearly salary being paid each month.

Resolutions of local concern were dealt with as follows:

1. That the Local strongly disapprove of the act of the Edmonton City Council in endeavoring to discriminate against teachers in obtaining full rights of citizenship.

2. That we pledge ourselves at Easter week, and other times, to do our city purchasing at those stores and establishments which advertise most liberally in the A.T.A. Magazine.

3. That we give Mr. F. Parker our support in the Presidential election.

Following the business part of the meeting, Mr. Barnett gave an enlightening talk on progress made with regard to pensions, and on the Minister's "Blanket Tax" plans. Mr. Barnett's remarks were all very much appreciated.

For the sake of diversion, Mr. Kingsberry and Mr. Denney sang a catchy duet, before Mr. Going, of Yuma School, began his interesting talk.

Mr. Going drew a comparison between the schools of thirty and forty years ago and those of today. Smoky Lake teachers tried to imagine themselves on high stools behind high desks on high platforms, with a stout switch as an assistant in enforcing authority and cramming knowledge into the unwilling heads of hapless youths.

The speaker compared instructional methods, and found advancement made in nearly all subjects, and in junior work most particularly.

He also held out glowing hopes for the future, and thinks that the teaching profession and the cause of Elementary Education will shortly reach that high plane where any man will be proud to be able to claim

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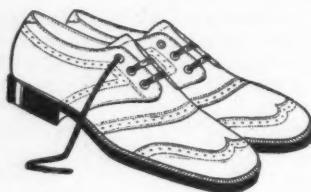
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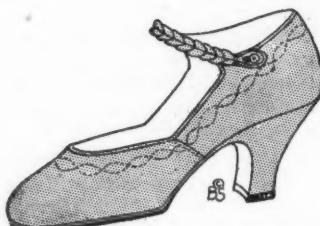
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membership in the brotherhood. Mr. Going's remarks were highly appreciated by those present, and it is to be hoped that he will be able to favor the Local again in the near future.

Keen debate was characteristic of the whole meeting, which is conclusive evidence that Smoky Lake Local is not dead.

Obituary

R. H. JOHNSTON

R. H. Johnston, of McDougall High School, Edmonton, died early in the morning of Monday March 23, as the result of being run down by an automobile the previous evening.

Mr. Johnston secured his High School training in the Harbord Street Collegiate, Toronto. He graduated from Toronto University in 1900, with Honors in Classics, and secured his professional training at the Ontario Faculty of Education the following year. A course in the School of Science was followed by some ten years of work as a Dominion Land Surveyor.

He had taught in the old Edmonton High School previous to 1905, and after years of survey work he joined the staff of McDougall High School in 1917. For the past eight years his persistent and faithful work as teacher of Mathematics and Classics, and his many, unobtrusive kindnesses, have endeared him to his fellow-teachers and his students alike. He will be greatly missed.

Communications

THE UKRAINIAN-CANADIAN SITUATION

Editor, A.T.A. Magazine:

Dear Sir,—

In the February issue of the A.T.A. Magazine there appeared an article entitled "The Weakest Link," by Mr. Fred. S. Warren, of Smoky Lake. The fourth subdivision of this article, under the sub-title "Nationalists", requires some attention. Mr. Warren, I am sure, is an honorable gentleman with honorable intentions; but his grasp of Ukrainian affairs is too inadequate to cope with such a problem. He has not been among us long enough to understand us, and we cannot see his wrong impressions accepted by the public without making some attempt to correct them.

First of all, it may be well to mention that every right-thinking Ukrainian in Canada is loyal to Canadian and Canadian ideals. There are a few foolish radicals who themselves don't know what they want; but they may be left out of the question, as they have very little influence.

Mr. Warren spoke of the "Ukrainian Nationalistic Party in Canada." Mr. Warren's meaning is not clear. We are all well acquainted with the ins and outs of Ukrainian affairs in Canada, but have never heard of such an organization. If Mr. Warren were asked to enlighten us on the matter—name the party's leaders, its headquarters, etc.—we are sure he would have to turn to his imagination for an answer. There are those who might be termed Ukrainian Nationalists, but their objective is not anti-Canadian. They believe in fostering the best of Ukrainian culture, and in that way

make a contribution to Canada. They will not willingly forget their language and the fact that they are Ukrainians. (I am sure no right-thinking person can respect one who is ashamed to admit the nationality of his fathers.) On the other hand, these Nationalists labor for the uplifting of the unenlightened Ukrainian people. They wish them to become good intelligent Canadian citizens and to assimilate Canadian ideals and ways of living.

A separate teachers' organization was also mentioned by Mr. Warren. Such an organization does exist. The object of its members is the uplifting to a higher plane of culture their less fortunate brethren. This organization does not, as Mr. Warren states, affect prejudicially the interests of non-nationalist and Canadian teachers. We dare Mr. Warren to prove so bold a statement.

The Ukrainian-Canadian teachers who have an insufficient grasp of the English language are those who came to this country as young men and women and received their English education too late in life to become perfect in the newly acquired language. There are very few of them in the province.

A Galician teacher, who never spoke English when he could help it and encouraged his pupils not to use English, was also mentioned. We know whom Mr. Warren means; this teacher could not very well have been Galician, as he was born in Alberta and received his education in the city schools. (Galicia is a Ukrainian province now under Polish government. There is no more a Galician nationality than there is an Alberian one. Ruthenian is not correct, either.) What was said about the above-mentioned teacher cannot be true. We all know that it is to the personal advantage of every Ukrainian to have as complete a mastery of the language of his adopted country as possible, and every Ukrainian-Canadian teacher keeps this in mind.

It was also stated in this article that Ukrainian-Canadian teachers are forced to stay with their own people. This is more or less true. A foreign name signed to an application is usually enough to commit the application to the waste-paper basket. We cannot blame Anglo-Saxon people for preferring English teachers. As a rule, Ukrainian-Canadian teachers prefer laboring among those of their own nationality. They know the Ukrainian language, understand the needs of the Ukrainian community, and thus are able to be of greater service to their people. For these reasons we do not believe it a crime on the part of Ukrainian teachers to secure positions among their own people at higher salaries.

Taken as a whole, we Ukrainians have been very well treated in this fair land of our adoption. Canada has proved a haven of security for thousands of immigrants, for whom life in their native country, under the heel of the tyrant, had become unbearable. Every right-thinking Ukrainian appreciates this and is grateful to Canada. There are a few narrow-minded Canadians who look down upon all so-called foreigners as something very inferior to themselves, but the majority give us a fair deal, and realize that in the eyes of God all His creatures are equal.

Let us hope that the future will bring a better understanding between the two nationalities, and that we shall work together to make Canada the best country in the world to live in.

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Editorial

ALBERTA'S FOREMOST EDUCATIONAL PROBLEM

In this issue we publish a number of letters from representative leaders of public opinion in this Province. These letters are in answer to the following question: "What do you consider to be Alberta's foremost educational problem?"

We are very grateful to these men for having given us their opinions on this question, and for the gracious manner in which they have submitted their views for publication.

We know that the teachers of the Province will read these letters very closely, and with great interest and profit. We are certain, also, that these pointed remarks on Alberta's educational problems will stimulate some careful thinking on the part of our teachers and educationists.

As one reads these answers, he finds, as he may expect, a considerable difference of opinion: there seem to be several foremost problems. As Mr. McNally put the matter, "there is a whole series of problems, closely inter-related, progress towards the solution of any one of which would mean general advance." Which one is the "most foremost" is the question that is still unanswered.

In our opinion, the foremost educational problem in Alberta is that of creating a unanimity of enlightened opinion, amongst educationists and educators as well as amongst laymen, as to the relative importance and value of education as a State activity, and as to the function of the school in education. This, of course, is only another way of asking the old question: Will it ever be possible to have agreement as to the aims and purpose of education? But whatever the problem is, or whatever the solution may be, what we need in this province more than anything else is vastly more agreement, more unanimity of public sentiment, in questions pertaining to education. How can this unanimity of public opinion be brought about?

WHO IS RESPONSIBLE?

A teacher in Alberta having completed the full Normal School Course, but who has received First Year Arts' standing, is not granted a first class certificate: in other words, First Year Arts is not recognized as the equivalent of Grade XII.

However, if the First Year Arts is taken in the University of B.C., the teacher *can* obtain a first class certificate of the Normal School training is equivalent to that in Alberta. This is one side of the question.

A teacher in Alberta whose Normal standing is looked upon by the B.C. Department of Education as equivalent to the B.C. Normal standing is *not* granted a first class certificate by the B.C. Department, merely because the holder has the full Grade XII. standing.

The B.C. Department of Education requires, in addition to this, that the holder of the Alberta First Class certificate qualify in the B.C. First Year Arts Language Subjects.

The Alberta teachers, as compared with a newcomer from B.C., gets the "short end of the stick" with the Alberta Government.

The Alberta teacher, when he goes to B.C., also "gets the short end of the stick" there.

Who is responsible for this discrimination?

PERMITS AS A LAST RESORT

Some exception has been taken to an editorial appearing recently in our columns because of an inference that, in certain areas, the question of nationality and religion had some bearing on the issuance of "permits."

Our conviction remains unshaken that, generally speaking, the inference was neither inaccurate nor unfair.

Certain school districts always demand as a *sine qua non* that their teacher be "Roman Catholic and able to speak French." This dual qualification is possessed by but few of the certificated teachers of Alberta, and a School Board making this dual qualification an absolute condition of engagement is safe, nine times out of ten, from all chance of securing a qualified teacher. In consequence, the Board renders itself eligible "to make application to the inspector for a 'permit'."

The question which presents itself is this: Should a school district be granted a "permit" teacher because it demands as an absolute requirement the possession by the teacher of qualifications not demanded by the Department of Education as a condition of certification of any teacher? Not that any objection can be lodged against a school district desiring, seeking and advertising for teachers of their own faith and able to speak the language of the community—that is only reasonable and to be expected—but our contention is that if qualified teachers of the type desired are not available, no "permits" should be issued until it is absolutely certain that no qualified teacher of any kind can be secured to serve in the district.

There is another factor which enters into the question. French-speaking Roman Catholic qualified teachers, in spite of the "pull" at the heart-strings, decide to remain teaching in Protestant English-speaking districts, rather than make application for a school where the salary offered is as meagre as that often offered by the class of school district referred to.

—J. W. B.

A BLANKET TAX

At the recent Convention of the Trustees' Association, the Minister of Education hinted that he had in mind a very radical departure with respect to the financing of rural schools. It was gathered from his

remarks that, should there be any indication that the public might be prepared to endorse his proposal, he would strongly recommend a "Blanket Educational Tax", spread over the entire Province, exclusive of urban areas. The amount of the tax suggested was three mills on the dollar on the assessment of all lands, exclusive of the "wild lands" which bear that rate of taxation at the present time. The Minister calculated that the proceeds of this tax would be approximately \$1,600,000, and this would be applied in its entirety to increasing the Government grant as much as \$500 per room. This additional grant, together with the grants at present provided for, would enable school districts in the drouth-stricken areas, and Boards in the pioneer settlements with very low assessment, to finance their school and keep it open for the full ten-months' period each year.

The Alliance was, we believe, the first to advocate a "Blanket Educational Tax" spread over the Province, and it is to be very strongly urged and hoped that the project will go far beyond the "hint" or "suggestion" stage and develop into something tangible, taking the form of an Act on the Statute Book. Any well-informed person interested in educational affairs can not but be convinced that the present system of financing rural schools is impractical, inefficient, obsolete, and a conglomeration of stupidities and injustices. Here is one school district in a pioneer settlement with an assessment as low as \$20,000, another in a wealthy and long-established community with an assessment as high as \$500,000. Assuming that \$1,300 be a reasonable average cost of running a one-roomed school, exclusive of the Government grant, the mill-rate necessary to be levied in order to produce the money to run the school for the year in the first-mentioned district would be 65, while the second district could finance on a 2.6 rate. This 2.6 rate is just one twenty-fifth of the tax which must be borne by the ratepayers in a district where the probability is that, if the rates be interchanged, the higher rate could be more easily borne by the ratepayers in general than could the lower rate by the other community. It is not to be supposed, however, that such a high mill-rate as 65 is levied in penurious districts, or that, if it be levied, it could be collected; there is one way out of the difficulty, and one way only—the school is closed for the greater part of the year.

And who suffers? Who are the victims of this inequality of distribution of educational tax burden? Those who can never be compensated for the damage done to their future welfare; those who do not realize, even, until it be too late, if ever, what a handicap has been imposed upon them in the race of life, a handicap in the form of poor mental equipment—a meagre education and a stunted intellectual development. An illiterate or semi-educated child develops into an inferior type of citizen (the exceptions prove the rule); in the long run he is a burden on the productivity of the nation, to say nothing of his lowering the average of the moral, intellectual and ethical calibre of the community.

There is another anomaly in connection with the

present system of financing. A wealthy school district, able to operate for a full year, obtains a far greater share of the Government grant than poor school districts. Grant is paid to school districts in proportion to the time the school operates each year. Nothing is more apparent here than that: "Unto him that hath shall be given and unto him that hath not shall be taken even that he hath."

If the electorate or the legislature can be led to approach this question from an ethical standpoint rather than a materialistic one; if they can be induced to consider it from an educational and provincial viewpoint; if they can only be led to endorse the principle that every child shall have equality of educational opportunity up to the school-leaving age at least, then the problem is solved. However, if the first and only question asked is "Would it not raise my taxes fifty or more cents per year?" or "Would my school district be the loser or gainer financially?" then the whole business is a hopeless one and we must continue to wallow in the slough of despond; we must continue to gaze impotently upon the many sorrowing parents whose lives are darkened in this so-called land of the rising sun; parents whose quiet thoughts are disturbed with anxiety, whose attitude is embittered against conditions in general because their loved ones are denied advantages extended to the children of their fellow citizens in other parts of the Province, whose good luck it has been to locate where nature has been generous and climatic conditions less forbidding.

The trustees assembled at the convention gave the Minister's "feeler" rather a cool reception, but this should not be accepted as an indication that public opinion throughout the Province is unfavorably disposed towards an adoption of the proposed policy. All it did show is that the particular trustees attending the convention did not desire, offhand and at a moment's notice, to commit themselves or their school district to an endorsement of a drastic or radical departure from the established policy of the Province with respect to taxation for school purposes. Furthermore, it should be borne in mind that the school districts represented at the convention—possibly 350 only out of approximately 3,500 school districts in the Province, therefore school districts who would be the losers under the scheme. School districts with low assessment or in the drouth areas cannot afford to send delegates to conventions these days.

Since the assumption is reasonable that the delegates assembled at the convention composed that quota of school trustees predisposed to react unfavorably to the proposed scheme, the Minister of Education should entertain no discouragement, but push forward his scheme with confidence, vigor and determination. The plan put forward is bold indeed, but viewed from the standpoint of ethics or education or justice, it must command approval and endorsement. If put into actual operation, this reform would remove the greatest obstacle in the pathway of sound educational progress in Alberta today, and it would inevitably prove itself to be the most equitable and far-reaching reform promulgated in Alberta for many years.

—J. W. B.

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Alberta's Formost Educational Problem

HON. HERBERT GREENFIELD,
Premier of Alberta

Editor, A.T.A. Magazine:

Dear Sir,—

It gives me pleasure to extend, through your Magazine, a word of greeting to the teachers of the Province on the eve of their Annual Meeting. I trust that the 1925 meeting of the Educational Association may be the best attended, most optimistic, and most productive of good to the cause of Education in the Province that you have ever had.

I should like to suggest, as one of the really great tasks of the educator of today, the development, in the young people, of a proper sense of the duties and responsibilities of citizenship. Everywhere, men charged with the responsibilities of leadership complain of the indifference, on the part of the public generally, as to what is done, and the lack of understanding and appreciation of most public questions. Only on rare occasions is it possible to persuade fifty per cent. of the electors to register their preferences on any question referred to them. In my opinion, society must look to the schools to develop a different attitude in the next generation. While what I am suggesting is a real task; it presents a challenge and a great opportunity to the men and women of vision in our schools.

I appreciate highly the efforts now being made to inculcate desirable citizenship habits through all the work of the grades, and look forward with confidence to the time when men and women will regard citizenship in this Province as a privilege and an honor, and its duties as sacred obligations.

H. GREENFIELD.

Edmonton, March 24, 1925.

HON. PERRIN BAKER,
Minister of Education

Editor, A.T.A. Magazine:

Dear Sir,—

Alberta has a number of educational problems, any one of which might reasonably be considered as foremost. But, to my mind, the most immediately urgent problem is that of the part-time school: to find some method of financing that will ensure the operation of every rural school for the full school year.

PERRIN BAKER.

Edmonton, March 23, 1925.

JOHN T. ROSS,
Deputy Minister of Education

Editor, A.T.A. Magazine:

Dear Sir,—

One of the most pressing educational needs of Alberta today is to establish a more equitable system of distributing the burden of school support, so that all the Elementary Schools may be kept in operation during at least two hundred days in each year. The State declares that every child must receive at least a common school education, in order that he may become a good citizen. This ideal cannot be attained while the major part of the financial burden is placed upon each rural school district, without any reference to the value of its assessable property. The wealth of the Province

must be taxed for educational purposes, and the money thus collected distributed among the Elementary schools, so that each and every school may operate throughout the year.

Another problem which is very important is that of selecting, training, and holding young men and women of intellectual acquirements, teaching power, and strong personality, as teachers. Many such teachers are at present engaged in our schools. These should be encouraged to remain in the profession. Others who have not attained to that standard, but who have possibilities as teachers, should be encouraged by Inspectors, through helpful suggestions and kindly, constructive criticism, to improve and continue bettering their teaching equipment.

These are two of the important problems that must be solved before our schools will be able to perform their function of character-building among our youth. These schools must be provided with material wealth to enable them to operate continuously, and must be manned by teachers who possess broad culture and are controlled by steadfast Christian principles before they will attain to that standard which is the ideal of all educators.

JOHN T. ROSS,

Deputy Minister of Education.
Edmonton, March 24, 1925.

F. S. SELWOOD,

Chairman of the Calgary School Board

Editor, A.T.A. Magazine:

Dear Sir,—

The Spring season of the year brings to us the opportunity to take a fresh outlook on life, and a desire to advance to higher levels of accomplishment. At the approaching Easter Convention of the Alberta Educational Association, discussion of our problems will tend to bring out expressions of opinion as to what may be considered Alberta's chief educational problems. May I be permitted, through the A.T.A. Magazine, to suggest that the leading educational problem in Alberta today is: How can we develop in our children in our schools, sound moral character, mental habits of right and clear thinking, a love of learning and culture, and lastly, a willingness to strive and endure with all their might for these attainments? In my view, it is much more important that a boy or girl leaves school with a trained mind and a love of culture than with a vast accumulation of knowledge.

At the Convention of the Alberta School Trustees, held in Calgary early in February of this year, I ventured the opinion that the present High School Curriculum is overloaded as to quantity of knowledge a student is required to cover, and I believe the volume of work should be reduced and a higher degree of excellence required. My view is that the student is crowded too much, and does not have time to study his work thoroughly; nor does he achieve, to the extent he should, the best mental training and the truest culture. A mind crammed full of a lot of information or knowledge is not educated. In this sense, I do not think we are getting the results that we should get, and, in this way, much of our expenditure of time, money, and

effort is an economic and spiritual waste.

FREDERICK S. SELWOOD,

Chairman, Calgary School Board.

Calgary, March 24, 1925.

JOSEPH J. DUGGAN,
Alderman, City of Edmonton

Editor, A.T.A. Magazine:

Dear Sir,—

Your letter of the 11th inviting me to send you a word or two as to what I consider to be Alberta's Foremost Educational Problem interests me very much. It is a hopeful sign that you and your associates are giving some intensive thought to the fundamental things connected with your profession.

My first impulse is to say that the foremost problem of education in this Province is one of finance. On second thoughts, however, I realize, almost with a shock, that the real problem is not so much a question of finance, for that is not insoluble, but how it is possible to disturb the mental inertia of responsible authorities so as to ensure adequate handling of a problem that is self-evident.

Soon after I became a member of the Edmonton School Board some years ago I was forced to the conclusion that the basis of taxation on which our educational work rested was far too narrow to be safe, and familiarity with the system only accentuated the sense of peril. The whole matter has been repeatedly analyzed and the facts disclosed to the authorities on whom the constitutional responsibility for education rests, but the effect, so far, has been fruitless.

The attitude of our public bodies towards the whole problem is extremely disappointing. Vague platitudes are freely expressed in regard to the decorative frills and excessive cost of our educational system, but it seems almost impossible to induce our public men to give a sustained period of attention to the one outstanding problem that confronts the City today. As far as one can gather, the main reaction is a somewhat stupid notion that the scope of education should be drastically narrowed, and the cost cut in two. The doctrine of the sufficiency of the "three R's" is being elevated to the rank and dignity of the Ten Commandments. But no reduction of scope or cost can remove the gross injustice of compelling the local municipality to carry 95 per cent. of the burden. Until this injustice has been removed, I am convinced that the schools and the school system of this City are travelling on the thin crust of a volcano.

The real problem is, therefore, how to educate those who are responsible for the continuance of the existing methods by which our chief social service is financed, and thus establish a basis that will ensure the steady and uninterrupted progress of the work of education in this Province. If we fail in this, I am only stating a cold fact when I say that I see nothing ahead but disaster.

JOSEPH J. DUGGAN.

Edmonton, Alta., March 30, 1925.

G. F. McNALLY,
Supervisor of Schools

Editor, A.T.A. Magazine:

Dear Sir,—

If one were to judge from current newspaper comment, there can be no doubt that, in the minds of very many people, the great educational problem of today is finding sufficient money to enable us to carry on

as we have been going, to say nothing of expansion and improvement. I am not so much concerned about this. People will always find money for the services which they really desire.

Education is a thing of the spirit. Returns from money invested in it cannot always be reckoned in cold cash. Men frequently attain a large measure of success with very little of it. Evidences of an education are to be sought in changed ideals, attitudes and behaviour, rather than a swelling bank account. Short-sighted people can never detect the liberalizing influence of a broad culture. For these reasons, educationists will always be compelled to skimp along with something less than enough to do the job properly, no matter what the level on which they work.

I am still of the opinion that the one spot in the whole educational scheme on which we must always keep attention focussed is the man or the woman in the class-room. "The Athenians, who had glimpses of whatever was most glorious, did in this matter leave mankind a great example. Teaching was the honorable occupation of their greatest men. The brightest minds of Athenian philosophy were the instructors of Athenian youth; so keenly was the truth felt, that mature intelligence and moral power, acquired in the struggles of a distinguished life, could perform no higher function than that of rearing up the same precious fruits in the rising minds of the community."

Many of the noblest and best minds in the Province today are engaged in the work of teaching. The greatest service that can be done the youth of Alberta is to keep the best of them at it, and to select and train others of like mentality, attitudes and character to take the places of those who retire. Then ways must be found of diverting those with lower ideals, with less appreciation of the possibilities of this great calling, and with less aptitude "for rearing up the precious fruits" into other channels of useful service.

Sound scholarship, sound technique, poise, self-discipline, and lofty idealism, tempered with a broad knowledge of and sympathy with human nature, are not attained over-night. The development of these qualities represents the very life-blood of the individual. The day of the selfish, ill-trained and slip-shod practitioner is gone forever. The citizens of tomorrow must receive the best that can be offered by the intelligence and devotion of today.

G. F. McNALLY.

Edmonton, March 24, 1925.

G. W. GORMAN,
Chief Inspector of Schools

Editor, A.T.A. Magazine:

Dear Sir,—

You have asked me to state what I consider to be Alberta's foremost educational problem. The relative importance of our problems depends somewhat upon our conception of the end to be sought. There is a very noticeable disposition today to accept Plato's statement of the purpose of education, which was "to fit the individual for the proper discharge of the duties and responsibilities of citizenship." Accepting this as the aim and purpose, what are the difficulties in the way of achieving it? They are many, and becoming more and more complex, because the discharge of the duties and responsibilities of the modern citizen require different and more extended training and better equipment than ever before. Democracy has made, and is continually making, new demands; the

field of knowledge is enlarging at a very rapid rate; new educational standards are being set up; and, in a word, the men and women of the next generation must be better equipped if they are to live wisely, well, and usefully.

Now, what are the obstacles? There are too many to enumerate. Some of the more significant are:

Inadequate periods of operation of our schools.

Lack of opportunity for advanced instruction in rural communities.

Lack of permanency in the teaching force.

The constant migration of teachers from school to school.

Inadequate supply of well-equipped teachers.

Difficulties in the way of the right adjustments in Courses of Study to meet varying needs.

Now, I take it that our foremost educational problem is that problem which, when solved, will remove the greatest number of the obstacles in the way of achieving the end we seek. The foremost problem, then, is to find the solvent which will bring clarity into our more or less murky educational endeavor by dissolving or resolving the greatest number of the difficulties we are encountering.

We are more than holding our own at present, but, to my mind, there are three adjustments which must be brought about before we are going to make significant progress. They are:—

First: A financial adjustment which will have the effect of distributing the burden more equally. Wealth is unevenly distributed among our school districts. Some districts have only a few thousand dollars of taxable wealth, and cannot, from their own revenues, even with an excessive mill-rate and Government help besides, operate their schools for a reasonable part of the year. On the other hand, there are districts which have very high assessed valuations, and can, with a very low rate, provide a yearly school, and thereby participate completely in the benefits of the grant which is now paid on a daily operation basis. So it is that, under our present system, the educational advantages enjoyed by a particular child are determined by the wealth of the community in which he happens to live. His capacity and his ambition, or his lack of either or both, are not always the factors which determine his success or failure. Education is said to be the business of the State, and there should be equality of opportunity for all. This can be brought about only by a wider spread of the carrying cost of our elementary schools. The burden of school support must be placed upon a more equitable basis. Equality of educational opportunity will not be possible until the principle is put into practice that every dollar of wealth, no matter where it exists, shall bear its just share in educating the children of the Province, no matter where they happen to live.

Second: An administrative adjustment to bring greater continuity, more stability, an expansion of effort, and an improvement in the general results achieved by schools in rural areas. High School training is now as essential as a public school education was a generation ago. While these advantages are, generally speaking, available to the children of our cities, towns, and villages, they are still wanting in the rural districts. There is a growing conviction everywhere that the effectiveness of our rural schools cannot be greatly improved until the administrative unit is enlarged; that is, until we can establish the municipal district under a municipal school board, as the admin-

istrative body, thus extending to rural areas the principle of management which now obtains in urban communities.

The individual school districts, unassociated as they are at present, cannot provide the education and training which is now generally regarded as essential. Unassociated, they cannot secure the close-up and detailed supervision which is in continual public demand. The agitation for a larger unit of administration is not confined to Alberta. There is a strong agitation in its favor in other provinces of the Dominion. It is already a consummation in England and many of the States. It is, perhaps, safe to predict that at some time in the near future the school districts now embraced within one or more municipalities will be formed into municipal school districts under the direction of a Board of Trustees elected at large over the unit. It will then be possible for these Boards to provide more adequately for the needs of the district as a whole. High School instruction, greater permanence in the teaching force, and more adequate supervision are significant advantages which would result.

The large administrative unit should bring into reality some of our dreams of Rural High Schools, Vocational Schools, better Elementary Schools, adequate supervision, health services, athletic associations, and many other educational advantages which such increased potentiality would make possible.

Third: A social or economic adjustment, in the way of a pension scheme for teachers. This will help to bring permanency, as well as continuity of effort and purpose, into the teaching force of the Province.

In closing, I desire to congratulate the Alberta Teachers' Alliance upon its outstanding and continued success. It has become more than an organization: it is now an institution. The consolidated judgment of the teaching body of a great community is of inestimable value to the Government, to the Department of Education, to Trustee Boards, to teachers, and, in fact, to all people, both individually and collectively, because everyone is affected by education, whether he wishes to be or not. May I venture to suggest, also, the paramount necessity for a spirit of great fairness, and for the closest and sanest deliberation upon all issues, in order that the expressed judgments of the Alliance may continue to merit, and in an ever-increasing degree, the confidence and support of the general public.

Yours faithfully,

G. W. GORMAN,

Chief Inspector of Schools.
Edmonton, March 20, 1925.

DR. A. M. SCOTT,
Superintendent of Schools, Calgary

Alberta's Foremost Educational Problem at the present time, in my judgment, is how to cultivate the love of learning, not for the sake of earning a livelihood or of securing some material or pecuniary advantage in life, but for its own sake. There should be aroused in the young people of this Province such a love of learning in some form, whether as Literature, Art, Science, Economics, Sociology, that on leaving school, whether from Grade VIII., Grade X., Grade XII., or from the University or other seat of higher learning, boys and girls would feel impelled to continue to read and study, and would derive one of their highest pleasures from intercourse with the great minds of all ages through the medium of books. These

pleasures of the mind are available to all classes, and lead to the highest and best ideals of life. How to secure them for all is Alberta's Educational Problem.

The solving of the problem means, on one hand, the development of all educational effort as an inner spiritual process, producing growth of the soul, and, on the other hand, the avoidance of the ever-present tendency towards a merely mechanical system, a thing of outlines, courses, examinations, diplomas, and ever-multiplying rules and regulations.

A. M. SCOTT,

Superintendent of Schools, Calgary.

Calgary, March 26, 1925.

A. J. WATSON,

Superintendent of Schools, Lethbridge

Editor, A.T.A. Magazine:

Dear Sir,—

You have asked a rather difficult question when you wish to know what is Alberta's foremost educational problem. This is a new Province, and, as such, has so many educational difficulties to solve that it reminds one of the last items in an auction bill, which are stated as "too numerous to mention." To each individual who interests himself in the subject those problems doubtless appear to be the most urgent which have been brought to his immediate attention through direct contact and experience. Localities, too, differ very widely in the difficulties to be solved, and as a consequence, there is bound to be a great variety of opinion as to what is the foremost educational problem in our Province at the present time.

My personal experience in Southern Alberta has convinced me that here there are two major problems continually challenging the attention of the Department of Education. One is financial, namely, how to keep the rural schools in operation, how to provide an adequate amount of education to rural children, and what is the best method for giving state assistance to schools in financial difficulties. The other is the equally great problem of how to make good Canadian citizens out of our non-English population. It is with the latter that I will deal very briefly, and only in so far as Southern Alberta is concerned.

At the recent conference of the National Educational Association in Cincinnati it was stated that "the chief aim of public education is training citizens to live up to the highest civic, political and moral ideals of the nation." If this is the objective to be attained, and if the final product of our schools is to be a worthy type of citizens, then we have a very real problem in the training of our non-English inhabitants. We are repeatedly reminded of the fact that those who own the land of a nation will eventually direct its policies. If, then, the land-owners are not Canadian citizens, and have no sense of the responsibilities of citizenship, the menace to the future development of the Province along well-founded principles of British government is very serious.

The majority of the non-English of Southern Alberta are called Hutterites, often misnamed Mennonites, but, though closely associated with the latter in religious beliefs, are yet quite distinct from them. These people have come originally from Southern and Middle Europe, and are mainly Russian and Low-German in origin. They settled first in Dakota, but during the past ten years have purchased much land and settled many colonies in Southern Alberta. There

are now about fifteen such colonies between Cardston and Lethbridge, but each year witnesses additional new settlements. The choicest agricultural sections are chosen, and purchased in areas varying from five to fifteen sections. Money is always forthcoming to make a heavy initial payment, and the land is rapidly cleared of debt. A colony divides or "swarms", as it were, when the number of inhabitants reaches one hundred and fifty or more. It is generally estimated that such a division takes place every twenty-five years, but with the influx of new recruits from outside the Province a colony will divide in much less time. This method of obtaining control of the land, and of peacefully displacing and crowding out the Anglo-Saxons, while retaining their own Mid-European ideals of government, is a very real immediate danger, and will soon become a serious menace to Anglo-Saxon control of a large section of the country.

In manners and habits of living, the Hutterites have little in common with us. Each colony is a closed organization, living in a little world all its own, with little or no intercourse with surrounding settlers except other similar colonies of their own people. They accept all the privileges our Constitution will grant, and even demand its protection, but passively refuse to contribute to its support. They cling tenaciously to their ancient customs of living, and to their language and religion. They live in communities, with all the buildings grouped together as a little village in the centre of the land they own. Very close supervision is kept over the members of the colony, and especially of the women and children, who are seldom permitted to leave the colony, even to go to the nearest town. Purchases, whether of machinery or food, are made in wholesale lots and by the carload. The only benefactors in the Province are the railroads. As a factor in helping local trade and industry, the Hutterites are detrimental to the upbuilding of the Province. Labor is neither "hired out" nor "hired in", as the manpower of each colony is sufficient for its own needs.

In the matter of education, a real and praiseworthy effort has been made by the Government of the Province. A school and teacherage have been erected in each colony, and controlled by an official trustee, usually the local Inspector. Fully qualified teachers are placed in charge, and the same curriculum followed as in ordinary schools. This has not been accomplished without a good deal of resistance, and even now, though the system is accepted by the Hutterites, there is no opportunity lost to counteract the influence of the school, and when a child leaves school he soon drifts back into the customs and language of the adults. In school the children learn to speak English, and obtain a general knowledge of the usual subjects taught. They are usually quiet, obedient, peaceful and industrious pupils, but with the present system of community life, and with the counteracting influence of the adults against the best efforts of the teacher, the progress of converting the pupils into Canadian citizens is painfully slow. They have no opportunity of observing our civic government in action, of learning either our customs or ideals, and the history or civics taught by the teachers is to them much the same as a fairy story, for outside their little colony is the "big, bad world" with which they must not associate.

The Hutterites are steadily, surely and rapidly gaining control of large sections of land, but, in the meantime, are not becoming naturalized in any sense of the word. Alberta is to them merely a place of

refuge, where they can, under our protection, proceed peacefully with the same type of local government, the same customs, religion and social ideals, as in their home land. If education is the training of citizens to live up to the highest civic, political and moral ideals of our nation, then here is a real problem for the educators of this Province of ours.

Yours truly,

A. J. WATSON,

Superintendent of Schools.

Lethbridge, Alberta, March 21, 1925.

ELMER E. ROPER,

Secretary, Alberta Federation of Labor

According to the Canada Year Book, there were 1,804,680 pupils in the public schools of Canada in the year 1920. At the same time there were 35,369 students in all the universities. In other words, approximately one and a half per cent. of the children who attend the public schools of this country also secure the advantages of a higher education.

The Editor has asked me to write a paragraph or two stating what I consider Alberta's foremost educational problem. The best answer I can think of is that, in my estimation, the foremost educational problem, in Alberta and elsewhere, is the overcoming of the condition outlined in the preceding paragraph. The fact that one and a half per cent. of the children who attend the public schools of Canada go on to university is but significant of a general condition. Taking the lower grades of public school as the base of the pyramid, the university represents the apex. And there is a gradual diminution of the number of pupils as the grades of school work become higher.

What are we doing to tackle this problem? It is not enough to say that it is an economic problem and let it go at that. That is an admission that education, like shoes or furniture or motor cars, is something that concerns an individual alone, and is properly available to those who can pay for it. Oh, but we tell ourselves that education is a national affair, and not at all in the same category as ball-gowns or powder-puffs. "Every child has the right to the fullest educational opportunity!" we shout from the house-tops. Should we add, "—if he has the price"?

That there are thousands of children who are forced to leave school with an inadequate education, who, through scholarships or by some other method should, in the interests of the nation, be kept in school, will hardly be disputed. What, then, are we going to do about it?

ELMER E. ROPER,

Secretary, Alberta Federation of Labor.

FRANK WHEATLEY.

President of the Alberta Federation of Labor

Our educational problems, like those of our commercial and industrial life, are mainly the product of that training for individualistic effort which it is the purpose of our present school curriculum to give. These problems can therefore be solved when our educationists make provision in our curriculum for teaching the principles of co-operative endeavor.

The successful men of today, whether they live and work in small communities, or are engaged in enterprises of a national scope, are just those men who are giving their attention to the principles of co-operation.

Our Governments are becoming alive to these facts, and are encouraging and assisting the institution of these co-operative principles in our primary industry, agriculture. Why not, then, begin in our schools the preparation for those things which are now recognized as necessary in adult life?

Labor men throughout the Province of Alberta strongly commend this feature of training to you, educationists, in sending you this message of goodwill and Easter tide greetings.

FRANK WHEATLEY,

President, Alberta Federation of Labor.

Blairmore, Alta., March 4, 1925.

DR. E. W. COFFIN,

Principal of Normal School, Calgary

Editor, A.T.A. Magazine:

Dear Sir,—

Alberta's "Foremost Educational Problem," though not peculiar to Alberta, is, in my opinion, that of arousing the school patron to a realization of the fact that Education is his most precious investment. The cry for control of our natural resources has been long and loud. The development of a real Canadian spirit has been for several years the objective of Canadian Clubs and other organizations, especially more recently, of the native sons of Canada; the aspirations of the Dominion to national sovereignty, without separation, have found increasing voice in Parliament and Press since the close of the war. All these aims. Provincial and Federal, should pre-suppose a common fundamental, one, however, that it took a philosopher like Fichte, at the nadir of national prestige, to discern and appreciate. And that is, the supreme importance of our natural resources of childhood and youth.

These resources each Province has under its own control. Are we fit to administer them? If not, how can we expect to administer well, in this generation or the next, the material resources that may be thrust into our hands? A generation ignorant of the nature and extent of this material wealth, ignorant or contemptuous of the ideals of true citizenship, is not likely to be true to its trust any more than an ill-bred heir to millions is likely not to squander the inheritance thrust into his idle and untrained hands.

And so, it seems to me, our greatest problem, educational, political, social, is that we should awaken to the supreme importance of education as an investment. Recent statistics have made appalling comparison of amounts expended on the school directly, and on non-educational or anti-educational activities and indulgences. Anybody can refer to these. I am not thinking so much of increases in salaries as of the need of more teachers, more supervisors, more leaders, more educational research, more intensive effort against low tastes, education for better use of leisure, better guidance toward racial health.

And to this end the school patron must be aroused. The stream of educational effort can rise no higher than its source in public demand. We need better training of teachers, longer tenure of position, more general vocational guidance. But if we first secure the enthusiastic support of the school patron, all these things will eventually be added unto us. A keener realization of this need requires but a glance at some salient social features of today. For example, the ancient and old-fashioned institution called the Home is continuing to surrender its functions to the crowded

ALASKA

TO THE SCHOOL TEACHERS OF THE PROVINCE OF ALBERTA
(and Saskatchewan, if this should come to the notice of any in Saskatchewan):

It is absolutely necessary that Teachers should be relieved of the nervous strain of the class-room for at least two months of the year. It is additionally beneficial during those two months to obtain a complete change of scenery, altitude, and environment. For the Teachers of Alberta and Saskatchewan, a sea voyage is the ideal holiday trip. Unfortunately, such a holiday usually takes the year's profit from your salary—the amount you should be setting aside for a rainy day.

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Head Office, Edmonton,

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The date for the trip is August, 1926, so that there is ample time to qualify, but it is advisable to apply as early as possible, or someone else may obtain your territory.

Cut out, and return the Coupon.

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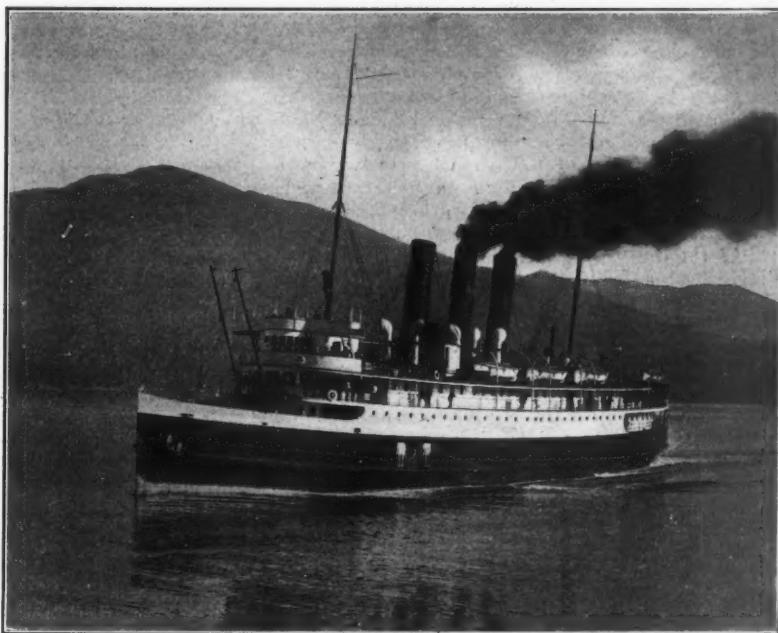
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school-room; we are soon to be confronted with a real problem of mental deficiency, a menace not only in itself, but also because of the waste in the school careers of normal children; the temptations to misuse of leisure time are growing, by daily competition, keener and more alluring; the very franchise, that palladium of democracy, threatens to be an instrument of evil in the hands of the base and the ignorant. All these, and more, could be extended upon, but time and space forbid.

The next question is how to arouse the ratepayer and the parent to invest in the school, and to look after his investment. That is the next man's question. Normal School, Calgary.

E. W. COFFIN,

Principal of Normal School, Calgary.
March 21, 1925.

A. E. TORRIE,

Principal of Normal School, Camrose

Editor, A.T.A. Magazine:

Dear Sir,—

It seems to me that the greatest weakness in our educational system in Alberta at the present time is the very frequent change of teachers in our rural schools. I think it is undoubtedly true that children will make more progress, not only in the acquisition of knowledge, but also in the far more important phase of the development of character, if they are under the influence of a fairly good teacher for three years, than if they have three possibly much better teachers for one year each, and certainly, than if they have six teachers for six months each, which is now frequently the condition. It takes the teachers several months to really understand the particular needs of each district, and especially of the individual pupils. Unless, then, there is an increase in the tenure of office, such that the teachers may put into effect some real plan of work, the schools are bound to be operated far below the possible efficiency.

I have been in a position for a number of years to observe the type of young men and women entering the teaching profession. I have noticed among these very few who have not been prepared to give their very best in the service of the schools. Meeting with them after six months' of teaching, one is struck with the interest that they have in their work and the plans that they are making; but when they change schools frequently, the result is very noticeable. There is soon a falling-off of a feeling of pride in any particular school, and a lack of interest in any particular set of pupils. This, being continued, results in an unfortunate decline for real work and service in any school-room, and the results are obvious. It is apparent that, not only is the work in the schools interfered with by frequent changes of teachers, but also the professional pride of the teachers themselves is decreased.

The question then arises how this increased length of service may be attained. Possibly, now that the Government is contemplating larger grants to the schools, some special attempt might be made to inaugurate a schedule of salaries that would make it advantageous for a teacher to remain in the same school for a number of years. One realizes fully that many teachers find conditions in some districts very difficult to put up with, and so leave at the first opportunity, but it is also true that many changes are not caused by especially adverse conditions, but possibly by purely economic conditions.

It is to be sincerely hoped that some plan may be worked out that will tend towards longer periods of service in the rural school, so that our rural schools may approach an efficiency something equaling the efficiency of the rural schools in some of the Old Lands.

Yours sincerely,

A. E. TORRIE,

Normal School, Camrose, Alta.
March 18th, 1925.

Principal:

Financing Education

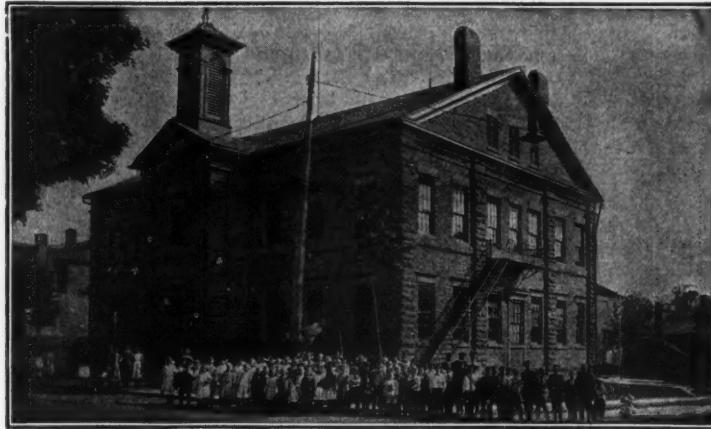
G. A. MCKIE, B.A.,

Superintendent of Schools, Edmonton

There are many outstanding educational problems, but, in my opinion, the most outstanding is the problem of finance. When I use the expression "problem of finance" I do not necessarily mean increased taxation. The opinion is general that all Canada is suffering from over-taxation.

In a democracy, education is a State responsibility, primarily for reasons of self-protection and self-preservation. Confidence in one another lies at the very base of a democratic organization, and the chances taken by the individual members of the community in this respect are greater than is commonly believed, and must be safeguarded. The higher the standards of intelligence, and the wider the diffusion of knowledge among the individuals who make up a democratic State, the safer and the more perfect will be the functioning of such a form of government. A distinguished writer of the present day has said that the world is today witnessing a race between education and catastrophe. The present unstable state of public opinion, the countless varieties of "theories", "isms", "panaceas", etc., being advanced, the volubility of expression, would seem to warrant such a conclusion. Education is probably the most effective stabilizing force at the disposal of the State, and must be diffused as widely as possible, for reasons of self-defense alone. But there is an additional objective. The Public School is the determining factor as regards the standard of culture which is to prevail among the masses, and no educational service which confines itself to the bare tools of education will at all serve the purpose. The vast majority of our citizens have to be satisfied with a Public School education, and some contact with the enrichments of life must touch them here. The enjoyment of such refinements should not be dependent upon the accident of wealth. Our educational objective, therefore, must be both utilitarian and cultural if we expect to develop the most desirable type of community—utilitarian in that it is vital to the general safety that we develop in the individual members of the community sound judgment and the ability to make safe and sane decisions; cultural in order that a reasonable measure of appreciation and enjoyment of the refinements of life may be the privilege of each and every member, or group of members, of the community.

But, while education is primarily the function of the State, the burden of financing this service, in this Province, at least, rests almost entirely upon the owners of land in the local community. With the continuing forfeiture of this land, and its practical withdrawal from taxation, the basis of taxation for educa-



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tional service is narrowing, while, at the same time, the growing school population is increasing the cost. We have a narrowing base and a widening apex. It is this problem which I deem the foremost educational problem at the present time. The situation must be met, but not at the expense of the children of this generation through drastic curtailment in service.

The cost of education is more or less the same all over the Dominion, and the urban centres in Alberta are providing no more service than is provided in other cities of similar size elsewhere. The amount of money spent on education per \$100.00 of revenue varies but little. The following figures, based upon data compiled by the Citizen's Research Institute of Canada, will show the percentage of every one-hundred-dollar tax bill spent on education.

Victoria, B.C.	19.91	Ottawa, Ont.	32.09
Vancouver, B.C.	25.12	London, Ont.	36.22
Edmonton, Alta.	33.83	Windsor, Ont.	37.48
Calgary, Alta.	33.00	Montreal, Que.	30.01
Regina, Sask.	35.66	Quebec, Que.	25.70
Saskatoon, Sask.	41.28	St. John, N.B.	30.25
Winnipeg, Man.	31.53	Halifax, N.S.	31.63
Toronto, Ont.	32.92	Charlottetown,	
Hamilton, Ont.	32.64	P.E.I.	20.99

Considering the requirements of even a minimum of educational service, it can hardly be claimed that these figures show too great a percentage. General city government takes approximately two-thirds of each one hundred dollar tax bill, and it secures the revenue not alone from its share of the tax on land, but from various other sources, such as utilities, business taxes, licenses, etc. Outside of a very small Government grant, educational income is derived from land alone. With an increasing school population and a narrowing tax base, it is natural that the school rate should rise; while, on the other hand, with a practically stationary city population and a wider tax base, the rate for general government should decline. The comparison of these rates works to the prejudice of Boards of Education. Pavements, sidewalks, water extensions, etc., in times of stress, can wait, but five hundred children knocking at the doors of our schools cannot be denied admission. In drawing a comparison between school government and general city government, two phases deserve particular consideration. The element of housing school children is a growing one. A court-house, a civic block, a police station, a fire hall, will serve its particular unit of government many years. The school-house must constantly amplify itself in numbers. Where a city hall houses one hundred officials, there may be found ten schools each housing anywhere from five hundred to eight hundred children. The one government employs, in the main, clerical service; the other, professional service. The latter, in consideration of the preparation required to make such service possible, must in justice command a better compensation. Boards of Education in every section of the land are wrestling with the financial problem, and trying to adjust a restricted income to a pressing school need.

Along what lines lies our solution? In the first place, there must be a redistribution of the responsibility for financing the cost of educational service. We cannot continue to derive our revenue solely from the owners of land in the local community. Such a policy courts disaster. We have already said that education is a State service. On one Government alone rests the constitutional obligation for the provision of

this service, and that is the Provincial Government. A moral obligation rests upon the Dominion Government because of its interest in industrial training, and because of the educational problems which originate in its policy of immigration. But, according to our Constitution, the responsibility for the provision of an educational service rests entirely with our Provincial Governments. At the present time, these Governments interpret this responsibility mainly in terms of the organization of school districts, determining the nature and extent of the service, directing the performance of that service, certification of teachers, etc., rather than in terms of financial assistance. To an expenditure of some one million, one hundred and fifty thousand dollars in the carrying out of the service required by the Department of Education in the City of Edmonton, the Provincial Government of Alberta and the Dominion Government together contribute some seventy-five thousand dollars. The combined annual expenditures for educational services in the two cities of Calgary and Edmonton approximate the total annual educational appropriation of the Provincial Government. And yet, upon the governments of these two cities rests but a moral obligation for this service, while upon the Provincial Government rests the constitutional responsibility. A redistribution of the responsibility for the financing of the cost of educational service is imperative, and the order of that responsibility should be: Provincial Government, Municipal Government, Dominion Government.

In the second place, in times like these, and in good times, the local administrations must be conducted on a sound business basis, and in as economical a manner as is consistent with the highest efficiency, and with a service worth the money expended. The rate of speed in educational advance ranges all the way from the imperatively necessary to the highly desirable. Wherever progressive educators are active, the highly desirable departures and innovations are always on the program. And it is well that this should be. But there are periods when the most progressive must adjust their speed more nearly to the state of the public mind. The survey expert, for instance, may point out a thousand shortcomings, and reduce these to scales and percentages that will make a series of school buildings look like a crime upon civilization. And yet, if every school building were ridged of all its weak points, and rendered in conformity with the best school practices as to appointment and equipment, it would hopelessly bankrupt the average school system. The expert may set up ideals, but, after all, the common sense standards which appeal to the public mind cannot be ignored.

My previous remarks have been confined for the most part to what I consider the foremost educational problem in urban centres. The outstanding problem in rural districts appears to be to be twofold. First, there is the ever-present problem of finance, and, in the second place, there is the problem of organization. We do not as yet appear to have hit upon a form of organization which guarantees to all the children in these areas an effective educational service.

Today, by reason of financial necessity, our speed is that of the imperatively necessary. The prevailing wave of economy is both timely and legitimate, and out of the experiences through which we are passing may issue the solution of problems which are essential to the inauguration and carrying forward of a progressive educational policy when times again become normal.

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The American Intelligentsia

BERTRAND RUSSELL

Having not seen America since the spring of 1914, I was expected, during my recent visit, to notice many changes. Americans find it necessary to their self-respect to believe that their country changes fast, and no doubt in the main the belief is true; but naturally the changes are not so readily perceived by strangers as by those who take the constant background of Americanism for granted. Nevertheless I did notice some rather interesting changes. Ten years ago, I saw mainly universities and university teachers. Certainly their attitude then was in many respects different from that of many teachers at the present time. Ten years ago the majority were doing their work with no strong consciousness of outside interference; now many of them seem to feel that they have to choose between hypocrisy and starvation.

There are two quite different kinds of tyranny to which university men are exposed in America: that of boards of trustees in the privately endowed universities, and that of the democracy in the State universities. The former is primarily economic, the latter primarily theological; both, of course, combine on moral persecution, and dismiss any man who becomes involved in a scandal, however innocently. Moreover, methods exist of fastening scandals upon those whose opinions are disliked.

The tyranny of boards of trustees is part of the power of capitalism, and is therefore attacked by Socialists. Upton Sinclair's book "The Goose-Step" consists of a long series of instances with names and dates. This book naturally roused great interest in academic circles. As a rule, the Principal of a university denounces it as a gross libel, and quite unreliable in its facts; but the younger teachers, in a quiet corner, will whisper that it is quite correct, at any rate so far as *their* university is concerned. An outsider cannot, of course, form a well-informed judgment on this matter without a much longer study than I was able to make. But obviously it is a bad system to make learned men dependent for their livelihood upon a collection of ignorant and bigoted business men. Some of our provincial universities have tended to imitate America in this respect; but so far the prestige of Oxford and Cambridge has prevented the bad effects that might have been feared.

The tyranny of the democracy raises more interesting problems, and is much less discussed, because those who dislike tyranny are apt to like democracy. In the South and in some parts of the Middle West, Protestantism is as fierce as in Belfast, and the whole intellectual atmosphere is reminiscent of the seventeenth century. Since the taxpayer's money supports the State universities, he feels that these institutions ought to magnify his ego by teaching what he believes, not what is believed by those who have taken the trouble to form a rational opinion. Hence the all but successful attempts to make it illegal to teach evolution in certain States. In the East, in some States, the Catholics are sufficiently powerful to enforce an Inquisition on State teachers. This atmosphere of theological persecution makes many State universities quite as destitute of freedom as those that depend upon private endowments. And it is in fact a more serious matter than capitalist tyranny, for two reasons. First, the tyranny of a majority is harder to endure and to

resist than that of a ruling oligarchy, because the latter, but not the former, rouses the sympathy and admiration of the public for the victim. Secondly, theology interferes more intimately than politics with the matters concerned in university teaching. It is very difficult to think of a single subject where a teacher can avoid conflicting with those who believe in the literal truth of the whole of the Bible, as the Fundamentalists do. Not even the pure mathematician is exempt, because a value of which he cannot accept is given in 1 Kings, vii., 23.

Psycho-analysis, which is much more influential in America than in England, has had a disintegrating effect upon the Puritanism of the younger intellectuals. This influence seems to have penetrated more widely than others that might have been expected to be more effective. Being connected with medicine and such practical matters as the cure of insanity and hysterics, psycho-analysis is not dismissed as unimportant by "practical" men. The emotional upheaval of the war, and the increase of economic independence among women, have both favoured its spread. It has had, conversationally, a remarkable effect in breaking down Victorian pruderies and reticences. Ten years ago, these were far stronger in America than in England; now, if anything, the position is reversed, so far as the private talk of educated people is concerned.

The result of all these causes is that the intelligentsia, as in pre-war Russia, has remarkable social and private freedom, combined with complete public enslavement. In Russia, there was always the hope of revolution. It is true that, when the revolution came, it enslaved the intelligentsia far more thoroughly than the Tsars had ever done, but that was not foreseen. Consequently the hope of revolution prevented the intellectuals from feeling out of touch with the community; they were (so they imagined) only out of touch with the Government. In America, it is much more difficult to entertain this illusion. There is no opportunity for revolution in America. The only strong revolutionary movement is the Ku Klux Klan, which is more reactionary than the Government. America is essentially a country of pious peasants, like Russia. The peasants in America control the Government, but delegate much of their power to certain very rich men, on condition that these men pose as the champions of religion and morality, which they are only too willing to do. It is obvious that, in such a community, intellectual freedom can only exist *sub rosa*.

This whole state of affairs, however, is probably transitory. The worst elements in America are some of those representing the original British stock, which has persisted almost pure in the South. The immigrant Jews form a vast community, with great intellectual and artistic vigour. The Italians, South Slavs, etc., are difficult to assimilate, but when assimilated they are likely to contribute valuable artistic and anti-Puritan elements to the national life. It is true that the immigration of these groups is being severely restricted, but they are already so large in America that they can hardly fail to have a permanent influence.

What is probably more important than all these causes combined is the fact that industry is continually gaining on agriculture in America, and even agriculture is becoming assimilated to industry in its methods. This makes it almost certain that the industrial outlook will, in time, prevail over the agricultural. When this happens, seventeenth-century theological bigotry is likely to lose its influence.



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But no merely economic change will bring liberty in America. Economic change, by itself, will merely bring some new form of tyranny. America has not, as we have, strong institutions inherited from the Middle Ages, and has, therefore, no tradition of group autonomy. All through Western Europe, mediaeval anarchy led to a considerable degree of independence for guilds, monasteries, universities, learned professions, etc. Such freedom as exists in Western Europe is largely the result of these conditions. It has been produced also by political contests, between Church and King, King and aristocracy, aristocracy and middle-class. In America all these reasons for regarding the community as a collection of groups have been absent. Every man is regarded simply as a citizen, and is expected to submit to the decision of the majority. Democracy, as understood in America, is not softened by any freedom for groups or individuals to decide their private concerns as may seem good to them. This fact, combined with the Puritan tradition of moral persecution, accounts for the extraordinarily small degree of self-determination permitted to the individual in America.

The chief harm done by this state of affairs is the hampering of individual achievement. Biologically speaking, America must produce as large a percentage as Europe of people with artistic or intellectual talents. But the output of America, in art, literature, and science, is singularly inferior to that of Europe. If Einstein had been an American—as he would have been if his father had happened to emigrate—he would have been put on to so many boards and committees that he would have had no time to do original work. Administrative work is valued in America out of proportion to its importance, because the individual is nothing and the community is everything. And yet propagandists for Americanism assert that America is the home of individualism!

—*The London Nation.*

Clipped From "The Schoolmaster"

PREMIER BALDWIN ON "THE TEACHER"

Mr. Baldwin quoted with approval the old proverb, "Better untaught than ill-taught." "The teacher," he said, "is indeed the cornerstone of the educational fabric; and the conditions of the teaching profession must be such as will attract the best men and women and encourage them to give their best." The new Prime Minister will have a great opportunity.

A RISING PROFESSION

Speaking at Hammersmith recently, the new Minister of Education uttered words which will be welcomed by those interested in the progress of teaching towards the status of a self-controlled profession. Having pointed out that it is wrong of any political party to try to make use of the schools in order to propagate their creed, Lord Eustace Percy went on to say that another thing that was just as wrong was any attempt, even by the Government, to dictate to the teacher what he was to teach in the school. The teacher must think of only one thing, and that was to teach sound learning. But it is not for a Government or any politician, even if he be a Minister of the Crown, to dictate what is sound learning. "That," said Lord Eustace, "is the teacher's job." Times are different indeed from the days of the old code, with its neat slices of curriculum in the "three R's" and other

specified subjects cut off and doled out for consumption year by year according to the seven standards. Teachers individually have almost perfect freedom now to build up their curriculum as they think fit. And they are gaining more and more power corporately over this matter and others pertaining to their profession. The recent debates in the Executive on the curriculum for senior elementary schools and the discussions on the reorganization of the educational system are all evidences of the greater share now being taken by the profession, speaking through its premier organization, in the shaping of national educational affairs. Teachers as individuals have not been slow in availing themselves of their new powers.

THOUGHT-READING IN SCHOOL

The extraordinary results obtained in the experiments in telepathy made by Lord Balfour and Professor Gilbert Murray open up a fascinating field of research to the teacher. In one particular trial Lord Balfour, in a separate room with the door shut, said in a low voice: "I am thinking of Robert Walpole talking Latin to George III." Professor Gilbert Murray, on being admitted to the room, made a very close first shot, saying: "I don't think I shall get it exactly. Dr. Johnson met George III. in the King's Library; but I am sure he is talking Latin to him, which he would not do. Wait! I have nearly got it. Eighteenth century. Somebody talking Latin to a King." The result is too successful to be regarded as mere chance. Indeed, during the last few years, out of 236 experiments by Professor Gilbert Murray 85 have been successful, 55 partially successful, and 96 have been failures. Neither Lord Balfour nor Professor Gilbert Murray professes to give any explanation of this thought-transference; Lord Balfour considers that the experiments conclusively prove that there is a wholly unknown, unexplained, unconjectured method of traversing space between two self-conscious organisms, on which no existing scientific theory can throw any light. The fact remains: both men are above suspicion, and it may be that the experiments will ultimately lead to an ordered theory and perhaps practice. May it not be the unconscious reading of the mind of his audience that makes the difference between a speaker and an orator; between the successful teacher and the mere lecturer? We speak of the born disciplinarian—the teacher who commands the unruly class with a look, or even by his presence. Can it be that he unconsciously reads the thoughts of the class, and transfers his unspoken thoughts to his scholars? If the power exists, can it be cultivated? These are questions that may have a profound bearing on all school work, and every teacher may take a part in finding an answer.

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The Annual Inspection

The sudden gust of wind which sprang up recently in Edmonton was due to the sigh of relief heaved by the city teachers when the annual inspection came to an end.

Some there are who believe the inspectors heaved the sigh, but we are sure it was the teachers. For one thing: there are more of them, and they have more to sigh about. What—just tell us what—grounds for relief an inspector could have in ending his daily association with such a charming intellectual, beautiful (I maintain the latter adjective, in spite of the old saying that good looks and intelligence do not go together) class of people as the teachers of the fair city of Edmonton? If the inspectors sighed, it was with sorrow because they must give up this pastime and return to the cold country, where they drive miles over bad roads before reaching a school, and, even when they have reached it, are not always sure, as they are here, that they will meet with a charming, cultured, stimulating, magnetic personality.

The teachers, on the other hand, while they may enjoy the society of the inspectors, are not so starved for intellectual companionship. They have each other!

This inspector-teacher relationship is not, on the whole, a very satisfactory one to the teacher—especially the female teacher. Someone says that, "Society is divided into two classes: the hunters and the hunted," and the truth of the statement is well illustrated by the said relationship. It is hard to tell which class develops the more objectionable traits of character. Mrs. Mill claimed that one of the greatest weaknesses of the matrimonial relationship lies in the fact that the husband is not obliged to consult his wife and children about anything, while they are obliged to consult him about everything. This has the effect, very often, of developing the man into a bullying despot, while those in his power become nervous, frightened, fawning and deceitful.

Do we not notice, at times, something of the same tendency in inspectors and teachers? All the criticism comes from the former, and the teacher has no opportunity to state her opinion of his treatment of her, or his ability, or lack of ability, to judge her work. It is not pleasant to feel that these men hold you in the hollow of their hand—or should we say hollows of their hands? Doesn't sound just right pluralized, but you know what we mean. There are so many little things which may place her beyond the pale—whatever the pale is. If it were spelled "pail" we might think it meant the milk supply; and, indeed, the two seem to have some connection, since a poor report may be the means of losing her her job, which is her source of supply.

The poor teacher is not sure just how her personality is going to strike the arbiter of her fate. His last visit may have been to a "super" teacher, and in contrast she, even she, may seem something of a disappointment to him. All teachers are not born equal—the American Constitution to the contrary notwithstanding.

Again, a great deal seems to depend on the mood of the gentleman: any one of a thousand little things may have happened to disgruntle him. He may have rolled off the wrong side of the Winnipeg couch that morning. His wife may have forgotten to wind the

alarm clock, and so may have failed to waken him at the proper time. The toast may have been too much burned or insufficiently scraped. His "Ever-ready" safety razor may have belied its name. If any of these things have happened, it would be well for the teacher to "watch her step."

We are told at Normal school that "the great educative force in the school-room is the personality of the teacher," but we are not supervised on personality. It is results that count, and I believe it is quite possible for a teacher to get good results as far as writing and accurate knowledge are concerned and yet be a pernicious influence in the school-room. A teacher may have a big, warm, generous personality, with a passion for fair play and breadth of vision. She may have given her pupils ideals which will be a mighty influence in their future lives, but—along comes Mr. Inspector with his little plumb-line and set-square, and, forsooth!—"Her class does not come up to the standard in writing." His style of questioning may be quite different to hers, so the pupils do not play up as they should, and so his report states that they have only a "fair knowledge of the subject." And so on, and on, and on—

It may be that the teacher knows just what is the reason that the inspector is not getting the results he should, but it is not always safe to mention it. A story is on record of an eastern teacher in a western province, who suggested to an inspector that he change the wording of a certain question which the pupils did not appear to understand. The trustees thought very highly of the teacher, and were amazed on receiving the inspector's report to find that it advised them to dismiss her and engage one more versed in western methods. When they found themselves congratulated on the fine grove of trees they had planted, and on the splendid well of pure water on the school grounds, they were still more amazed, as there was not a tree on the premises and the children carried their drinking water from home.

There is another story of an inspector who informed a Primary teacher that she should always draw a picture of the word she wished to teach the little child. To demonstrate the complete success of this method he drew an apple on the board and, picking upon a likely-looking boy, asked him what it was. The boy smiled broadly and replied, "A pumpkin." The flicker of a smile, slight but unmistakable, appeared for one fleeting instant on the teacher's face. This may or may not have been the explanation of the somewhat poor report she received.

It may be that the teacher has interpreted the Course of Study in one way, and the inspector in quite a different way. Then, while he is groping around in the children's minds for something which is not there, and which the teacher knows never has been there, she can only slink miserably to the back of the room and try to decide whether she will commit suicide directly by cutting her own throat, or indirectly by cutting the inspector's.

Perhaps her class has been particularly angelic for several days and the lid is ready to blow off, inspector or no inspector. Then do her brightest and best indulge in an orgy of whispering, giggling, note-writing, "spit-ball" throwing, and such like inventions of the evil one for the wearying of teachers' souls. Perhaps she has specialized on writing, and is sure of an excellent report on that at least. The inspector arrives late, and is in a rush to get away. In a hurried manner, with one eye on the clock, he takes

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 - a. Analyze her expression. Which of these emotions do you think she registers?
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 2. Joy.
 3. Exhilaration.
 4. Wonder.
 5. Awe.
 6. Yearning.
 3. Why she has paused.
 4. The effect of the lark's song upon the girl.

II. Problem: What Is the Style of Composition?

1. The girl as the dominating feature.
2. The lark as the centre of interest.
3. The rising sun.
4. The depth of sky and its effect.
5. The background of houses.
6. The foreground of stubble.
7. Simplicity of the picture.
8. Color harmony.

III. Problem: What Are the Purpose and Message?

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2. Idealism of the French peasantry.
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a superficial glance over the exercise books. By some stroke of ill-luck the poorest ones come uppermost, and he gets an impression of untidiness, so she receives a "fair." If the best had been on top, it might have been "excellent." And so it goes. The teacher may know quite well that the time reported by the inspector as having been spent in her room does not tally with actual fact, and she may know that many other little unfairnesses exist, but what can she do about it? "Hers not to reason why," etc. Of course, she may, if she pleases, go to the superintendent or School Board, but she will not likely gain much by it, except some undesirable publicity and the reputation of being a "grouch" and a "sore-head."

Moreover, there appears to be no uniformity in the grading. One inspector approves of the teacher for certain methods, and another disapproves of her for the same. One year she receives an "Excellent," and the next year a "Fair" for a better class. The difference is in the opinion of the inspector.

In the lower left-hand corner of the report form is a little diagram bearing the magic letters "E, G, F.G., F., W." These stand for Excellent, Good, Fairly Good, Fair, Weak—and indicate the inspector's estimate of the teacher. Some of these men appear to be really afraid of the letter "E", while they are so fond of "F" that they cannot restrain themselves from scattering it impartially all over the various sections of their reports. Do they know, I wonder, that a too free use of this letter is likely to result in the teacher being denied her yearly raise? Of course, this results in a slight saving, and every little helps; so it is just possible that the inspectors are given a hint that a free use of "F" is in the interests of the exchequer.

Under these circumstances, it is no wonder that the teacher's sleep is broken by visions of "great big black things a standin' by her side." They wear placards on their foreheads which read: "Teachers' reports—F., G., F., W." If an "E" appears, it is on the back of the head, and the creature is equipped with wings which bear it rapidly away from her.

Would it not be fair to demand that persons engaged to inspect the work of the lower grades be drawn from the ranks of those who teach such grades? They would know better what to expect of such pupils than does the College Professor or High School teacher. They would also have more sympathy with the teacher and her difficulties. It is very doubtful whether a B.A. or other degree renders a person more capable of judging work in the lower grades. Indeed, it would be a very fair and splendid thing if women teachers were promoted to the rank of inspector. There are so many more women than men engaged in the profession, it is strange they should be content to occupy the position of subordinates. Another instance of the slave psychology, probably.

Let's get together and decided to transfer ourselves from the class of "hunted" to that of "hunter." How about it, comrades? —EDMONTON TEACHER.

Arguments For Pensions

ARGUMENTS PRESENTED BY THE PROVINCIAL PENSIONS COMMITTEE WHEN APPEARING BEFORE THE PROVINCIAL CABINET ON FEBRUARY 28TH LAST.

Mr. Selwood, Chairman of the Calgary delegation, led the delegation, and presented the memorandum

which appeared in last month's issue.

ARGUMENT OF MR. W. W. SCOTT, PRESIDENT OF THE ALBERTA TEACHERS' ALLIANCE:

A consideration of the facts appears to show that there is a direct and definite relationship between pension schemes and efficient educational systems.

One can scarcely say that the educational system of Alberta is the aeme of efficiency; that is, that we get a dollar's worth of value for every dollar spent on education in the Province. The heavy exodus of teachers, some 1,400 per year, from the profession has made it necessary to man our class-rooms with immature and often untrained teachers. It is the unanimous opinion of the members of this delegation that a pension scheme would very greatly diminish this loss, and thus retain the most capable.

The idea of pensions is not a new one. It is not the desire of this delegation to urge the Government to establish a precedent in this matter. From information obtained on this subject, it appears that there are pension systems in operation in England, Scotland, Ireland, France, Germany, Holland, Belgium, Denmark, Sweden, Russia, Japan, Australia, New Zealand, South Africa, South America, most States of the Union; and, in our own Dominion, there are systems in operation in Ontario, Quebec, Nova Scotia, and New Brunswick. Manitoba has a Bill before the present Parliament, British Columbia has a scheme ready for adoption, and Saskatchewan is preparing one.

The first countries to adopt a pensions system were England, Scotland, Ireland, Germany and France—countries which are admittedly the leaders, not only in educational matters, but also in industrial and commercial affairs: they are also the countries which lead and control the political affairs of the world. It would seem, then, that the countries which give the greatest attention to education are the ones which dominate and lead. What an education is to the individual, so is an educational system to a State.

Then, again, these same countries which were the first to make provision for the aged teacher are the ones which have made a definite and intensive study of educational policies, systems, curricula, and costs. Investigations show that a pension system is not merely advisable, but it is an absolute necessity in any efficient system of education.

A pension system has been in operation for some five or six years in Ontario. There are three outstanding developments since the adoption of their scheme, viz.:

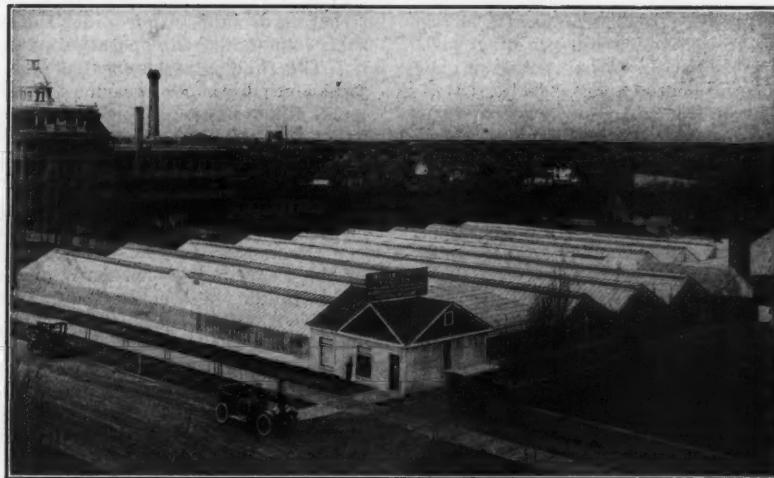
1. The scheme has checked to a large extent the loss of teachers from the Province. Some ten years ago there was a very heavy trek of teachers from Ontario to Alberta; that is, Ontario was paying out its money to train teachers who gave no service in return; or, in other words, they were paying for the training of Alberta teachers. Today, as our Minister of Education knows, there are very few teachers coming from that Province.

2. It has caused the return of teachers who left Ontario in the early days. Several cases might be mentioned of teachers who have already returned or plan returning to Ontario before they become too old to secure a good post in Ontario, feeling that it will be but a few years before being discarded in Alberta without either sympathy or support.

3. It has caused a surplus of teachers in Ontario. This makes it possible to discard Permits, Letters of Authority, and Third Class Teachers. It also permits

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the extending of Normal training to two years, thus providing better trained teachers and, at the same time, putting an obstacle in the way of those people who do not intend to be teachers. Why should money be spent in training persons who do not intend to be teachers? It is gross waste. There is no excuse in the world for teaching being a stepping-stone to other professions. These people come into the profession because (a) there is a great scarcity of teachers; (b) it is easy to enter the profession; (c) they want to earn a little money to advance their studies. Now, is there any sane reason why these people should be permitted to toy with the education of the children to meet their own selfish ends?

In conclusion, it may be stated that until some pension system is adopted to provide for the aged teachers in Alberta, we shall continue:

1. To man our class-rooms with immature and often untrained or permit teachers.
2. To lose from the profession the best material which enters it: needless to say, we do not lose those who cannot get employment elsewhere.
3. To pay out vast sums of money to train teachers who do not intend to teach.
4. To give the profession such a status that few desire to, or can afford to, make it a life's work.

The most pathetic phase of the whole business is that the children of the Province are compelled to take the consequences.

Is this good business?

MR. M. W. BROCK, CHAIRMAN OF THE A.T.A. PENSIONS COMMITTEE:

Before going into the main features of our proposed Bill, I should like to explain that, in looking over the Pensions Schemes that are now so abundantly in existence, we find there are two main kinds of schemes:

First, the one sometimes called the Cash Disbursement Scheme, which is supposed to collect annually only an amount sufficient for its immediate needs. This is the basis of the plans found in most of the city schemes now in operation. The contributions in all such schemes usually start so attractively low and end so attractively high that it becomes an impossibility to continue them as a scheme. This was the case with the Toronto City Pensions Plan before taken over by the Provincial scheme.

The other scheme is called the Reserve Plan, by which an adequate uniform contribution is collected from the beginning, a reserve fund formed sufficient to look after all beneficiary needs practically from the start. Concerning the Reserve Plan, I desire to quote only one authority, Mr. Clyde Furst, Secretary of the Carnegie Foundation, an expert adviser on Pensions Schemes. He says: "A pension scheme on the Reserve Plan (sustained by joint contributions of employer and employee) is not only the fairest and most equitable form of pension scheme, but is the only one in which the cost can be ascertained in advance, and which can be permanently secure."

Our presented plan follows very closely the plan put in force in 1917 in Ontario, known as the Teachers' and Inspectors' Superannuation Act.

The plan, as I have outlined it for your consideration, is briefly stated on the last page of the memorandum, a complete copy of which is also contained in the memorandum cited as the proposed "Teachers' Retirement Act".

This plan is so comprehensive in its outlook as to make provision for all teachers in the Province, whether engaged in the actual work of the class-room or as a supervisor, instructor or superintendent of schools. Anyone qualified to teach, and actually engaged in instructing or supervising under the Alberta School Act, shall come under the operation of the Act.

The fund is to be created and maintained by the joint contributions of teachers and Provincial Government alike. The teacher will contribute two and a half per cent. of his salary, and the Government a like amount. This money, at stated times, is to be invested in good securities, as recommended by a commission jointly appointed and elected by the Alberta Department of Education and the Teachers' Alliance.

Credit for former experience, as recommended in the Pension Scheme, is to be half the number of years taught before the passing of the Act, if the teacher is actually engaged in teaching at that time. Those who become participants in the scheme after the passing of the Act will receive no credit for former experience.

The pension benefits, as outlined, run from a \$480 minimum to a \$1,200 maximum. This will be seen at once to be a very modest allowance, and really means that the teacher will be enabled, upon retirement, to continue to live in such a state of splendid poverty as he has so thoroughly become accustomed to.

Forty years of service, or thirty-five years and sixty years of age, are the conditions of length of service required in making application for a full retirement allowance. This allowance for the above periods is to be figured out by taking one-sixtieth of the average salary of the teacher for the last ten years, and multiplying it by the number of years of accredited service. Retirement at from thirty to forty years of accredited service will secure a much less proportionate benefit for the retiring teacher.

Thus, again, it will be seen that the scheme, as devised, is to work to the advantage of the teacher of long standing in the profession, and this is as it should be for those who are looking ahead to make teaching a life calling. The future of the average teacher is indeed dark, for it is difficult to make provision for old age and retirement out of the ordinary salary paid to the teacher. A Pension Scheme would dispel this gloom of mind, and give the teacher a more heartful outlook towards continuing in the profession.

Disability claims are to be allowed after at least fifteen years' accredited service, and are to be figured in the same manner as the full retirement benefits; namely, by multiplying one-sixtieth of the average of the last ten years' salary by the number of years taught. In the case of a disability claim being allowed, no benefit less than the minimum allowance under the Bill shall be paid the beneficiary.

The proposed Bill recommends that an actuarial survey of the system be made every three years, for the purpose of ensuring the continued solvency of the fund, and should such a survey prove that increasing benefits may be granted, these are to be granted in a definite order of merit. It is in these recommendations that the proposal to return any contributed funds to teachers leaving the profession is made. Also, the return of contributed moneys to beneficiaries of a deceased teacher, and the lowering of the retirement age, with equally decreased contributions on the part of both the teacher and Provincial Government, are finally recommended.

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Honored Sirs, in presenting so briefly such a scheme for your consideration, I appeal to you, in the name of the teaching profession of this Province, to give it your most kindly and sympathetic consideration as a Bill that will prove to be most desirable from the standpoint of securing greater stability and efficiency in the profession, and at the same time increasing the goodwill of those who so cheerfully make a less remunerative profession a life calling. In terms of the good which assuredly will follow, the \$125,000 annual approximate cost to your Government cannot appear as exorbitant, but, as previously stated, cannot help but be a splendid business proposition.

MR. R. D. WEBB, CALGARY.

The problem of pensions is essentially one of business management. It is a proper cost of any educational system, from which a definite return will be received. It will help to solve several problems which are apparent in Alberta's educational system. There is, first, the problem of the turnover in employment. In Alberta the yearly turnover is 33 1-3 per cent. Every year, on the average, one-third of the teachers of Alberta leave for other employment. The average life of the Alberta teacher is three years. All these teachers are educated at the State's expense, and there is the economic waste of training people for a profession which they leave in three years.

Industrial firms have determined that it costs from \$30.00 to \$250.00 to break in a new employee. Assuming that a Pension Scheme would reduce the employment turnover by ten per cent., there would be a saving of from \$14,400 to \$96,000. But the actual cost of starting a new teacher is much greater than in an industrial concern, for all the pupils in his charge suffer through the teacher's lack of experience, while during the last year of employment the teacher, no matter how conscientious, will not give the best service. But the greatest evil resulting from this turnover is that the children, more especially the rural children, are being taught by teachers fresh from Normal Schools. They may have energy and enthusiasm, but their scholarship is meagre and the experience of life limited. They have some acquired knowledge, largely unrelated to life and its problems. How can children so taught compete with those instructed by trained, experienced and mature teachers?

There is, too, the problem of the old teacher who has passed the age of usefulness, who is unable to maintain discipline, or has lost touch with youth and its problems. School Boards hesitate to dismiss him, and when they do so he finds employment with some other Board for another year. Such a condition is a waste of time and money, a sacrifice of the interests of the children, as a result of the natural human feeling for the teacher. Under a retirement scheme, an old teacher may be pensioned off without loss of dignity to the Board or to the teacher.

Another problem, too, is that of the man or woman of character and ability who likes the profession and is successful, and who is earning enough to live modestly but comfortably, but who, for economic reasons, leaves the profession. He sees that the farmer, the merchant, the business man, has an opportunity to build up an estate that will support him in his declining years; that, while the net returns of such a person may not be large, his capital is slowly increasing. So, when economic conditions are favorable, the teacher goes into farming, insurance, store-keeping, or some form of business activity. Assure such a teacher

of a dignified, secure and comfortable old age, and he will remain with the profession.

Now, these problems which have been mentioned: 1, That of turnover in employment; 2, that of the old employee; 3, that of obtaining and retaining employees of character and ability—are problems that must be faced by every large industrial concern. They have given serious attention to these difficulties, and devised many ways of meeting them. The old promiscuous method of hiring and firing has given way to employment by skilled staffs. Also, many have, purely from the standpoint of self-interest, adopted pension schemes. There are twenty or more industrial concerns in the United States with elaborate pensions schemes, among them the International Harvester Co., the Standard Oil, the Western Electric Co., and the American Steel and Wire Co. Also, twenty-five of the large railway companies have adopted similar schemes. In Canada, to mention a few, the Canadian Pacific Railway, the Canadian National Railway, the Imperial Oil, and the banks, have pension schemes.

If industrial concerns find it necessary and useful to adopt a Pension Scheme from the standpoint of efficiency, much more is it necessary in schools, for here not only does inefficiency cause waste in money, but also a waste in the time and opportunity of the pupils. Those who have had children in school know how serious is the loss of a year in a child's life.

The value of a Pension Scheme for teachers is universally recognized, and is not a new departure. Each year schemes are put into operation. Teachers' Pension Schemes are in force in Greece, Italy, Austria, the different States of the old German Empire, England and Ireland, Denmark, Holland, Sweden, Russia, Japan, New Zealand, South Africa, and the South American States. More than half the teachers in the United States are under a Pension Scheme, while in Canada schemes are in operation in Halifax, Quebec Province, Ontario, and during the last session of the Legislature a scheme was put through for Manitoba teachers.

From the standpoint of efficiency, and for the well-being of the children of this Province, whose interests are paramount, we appeal to this Government to put into force a measure that would apply a direct relief to an economic ill, a measure that is sanctioned by precedent and justified by results.

Mr. J. W. Barnett, Secretary of the Alliance, dealt with the statistical side of the question of pensions. He quoted figures on the cost of operation of the Normal Schools, and showed that the cost per student per year was in the neighborhood of from two hundred and sixty-six and two-thirds dollars to four hundred dollars. Alberta, he said, was training over six hundred students per year at tremendous cost to the Province, whereas she required only about two hundred and fifty additional teachers each year to take care of the normal increase in school population. Again, he contended that the constant change of teachers, many of whom only remained a very few months in each room, was very costly to the Province. He mentioned that no teacher could give maximum efficiency until he became thoroughly familiar with the school and the students. This takes at least three months: that being granted, it was reasonable to suppose that twenty-five per cent. of the salaries paid to teachers by School Boards in Alberta was wasted, making a net annual loss to the Province of over a million dollars.

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Trip To Eastern Canada Offers Numerous Charms

A succession of delightful surprises are in store for those Western Canadian teachers who attend the 1925 Convention of the Canadian Teachers' Federation at Toronto. In preparation for the travel to this gathering, the Canadian National Railways have announced that they will operate during August a personally-conducted all-expense tour from Winnipeg, which will carry the western teachers through the finest scenic territories of Northern Ontario. The success of the personally-conducted tours from Winnipeg westward to the Pacific Coast during the last few years has been such that a demand for their extension to Eastern Canada was made, coinciding with the request for accommodation by western teachers who planned to attend the Toronto Convention. The result was the decision to operate the all-expense special in August. The date and details regarding the special train will shortly be announced.

Teachers from the Prairie Provinces who have already enjoyed the personally-conducted tours to the Pacific Coast know something of the joys that await their British Columbia brethren when they leave Vancouver or Prince Rupert on the Continental Limited to join the prairies' contingent at Winnipeg. Either of these routes will bring them through the finest of Canada's mountain wonderland in the Northern Rockies. Mount Robson and Jasper National Park, which are yearly becoming more and more popular with visitors from both sides of the international boundary, will be traversed by the pilgrims before the prairies are reached, and each turn of the track in the famous Yellowhead Pass will present its new beauties of mountain, lake and river scenery.

WINNIPEG AND MINAKI

Starting from Winnipeg, where they will have joined their Prairie Province friends aboard the special train, the teachers will journey through historic territory. This was the pathway of early explorers, soldiers and adventurous fur-traders, who fought their way through the then wilderness to the trading post of Fort Garry at the junction of the Red and Assiniboine Rivers. Minaki, the first stop, is a point written large in early history. Here was a stopping place in the journeys of La Verandrye and Wolseley, the first an explorer and the latter a soldierly figure of note, coming with his troops to assist in quelling rebellion in the West. Today the journey is not by canoe over the brawling waters of the Winnipeg River, but in the comfortable all-steel cars of the Canadian National Railways, by which means the traveller covers in a few hours what the early voyageur required weeks of painful effort to attain. At Minaki, instead of the scattered tents of Indians and halfbreed trappers, the traveller will find a comfortable modern hotel, operated by the Canadian National Railways, where Canadians and Americans find rest and comfort amid healthful surroundings. A link with the old days will be seen from the train in the Hudson Bay Company's store, and another, if the tourist could wander farther afield, in the old Indian burying ground, where pots, pans, kettles and other utensils, placed on the graves of departed braves, testify to the belief of the Indians in their old customs.

The traveller leaves behind the Province of Mani-

toba after journeying for 100 miles east of Winnipeg, and Minaki, which in the Indian tongue is "The Beautiful Country", is just another 18 miles further eastward. From there to Cochrane the line traverses a part of Ontario which is still largely in the condition of the forest primeval. Vast areas of wooded slopes stretch on either hand, mighty rivers, flowing to Hudson's Bay, are crossed, and here and there at either side of the railway sparkling gems of lakes nestle in the surrounding greenery. This is a wondrous country for the hunter of big game, for here are moose, deer, bear and other animals in profusion. Hunters from all parts of Canada and the United States come here to hunt and fish in proper season, and many splendid bags are obtained.

En route to Toronto from Winnipeg, the passenger trains of the Canadian National system travel via the famous Long Lac cutoff, the development of which has done much to bring East and West closer together. By the construction of a line 30 miles in length, the present management of the Canadian National were able to cut, first, five hours off the running time of trains between Winnipeg and Toronto, and a new schedule, which went into effect on December 6 of this year, made a further reduction, bringing the running time between the two cities to 38 hours, the fastest of any line. If bound for Montreal, the train continues over the northern or former National Transcontinental route until it reaches Cochrane, where it turns south to North Bay. On approaching Cochrane, 776 miles east of Winnipeg, the traveller begins to find more and more signs of settlement, for here is the famous clay belt of Northern Ontario, where thousands of settlers have started during recent years to build up their homes. On the way, the traveller also sees Kapuskasing, where during the war so many alien enemies were interned.

Turning south from Cochrane, the traveller is carried over the Temiskaming and Northern Ontario Railway through the clay belt, and also through the famous mineral belt of the Province. Mines to right and left produce gold, silver and nickel. After skirting the shores of Lake Nipissing, the railway turns eastward, and the traveller is taken through the famous Algonquin Park game preserve and holiday resort. As the railway line runs for some eighty miles through the park territory, the visitor is enabled to playground, which is becoming increasingly popular year by year. Highland Park Inn here is a splendid holidaying place for the tourist.

Toronto, the "Queen City" and the capital of the Province of Ontario, is never without its charms for the visitor. Here is a city with a continental reputation for the beauty of its residential and suburban districts, and from the moment one enters its environs, by way of the Don Valley, there is always something new to please the visitor. The legal and educational centre of the Province, Toronto is no less its business hub, for from this city radiate steam and radial railway lines, as feeders to an immense territory lying in all directions. Toronto harbor, with its immense amount of business during the season of navigation, is also not without interest, and many delightful steamboat trips may be arranged with this city as a starting point.

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minion, would charm the visitor from this viewpoint alone, with its magnificent Parliament Buildings, the Chateau Laurier Hotel, and other structures, but in addition it has other attractions. Here is found one of the most beautiful systems of driveways in the Dominion, leading as it does to the Central Experimental Farm, where Marquis wheat, of such vast importance to Canada, was originated, and where plant breeding and other experiments of interest to all Western Canadians are being constantly carried out.

While in Eastern Canada one should not fail to visit Montreal, for here in the metropolis of the East are sights and scenes that cannot elsewhere be equalled. The site of the farthest inland harbor in the world, Montreal during the summer presents a wondrous scene of maritime activity. Here the great steamships from British and continental ports disgorge their cargoes of freight and passengers, and from this port a very large percentage of Western Canada's grain finally makes its way to the world markets. So full is Montreal of historical sites and incidents, that one might devote all the remaining space of this article to it; but suffice it to say that until one has visited Montreal, one knows neither Canada nor the rest of the world.

Beyond Montreal again lie the charms of the habitant country, peopled with the characters of Dr. Drummond's poems. Here one passes through a territory laid out in those curious narrow habitant farms en route to Quebec, the ancient capital, with its citadel, the Plains of Abraham and other attractions. Here is seen Quebec at her best—a city where the old and the new combine, or at least exist side by side harmoniously. Quebec also has one of the engineering

wonders of the world in its famous Quebec bridge, over which the tourist from Western Canada passes on the Canadian National Railways. Erected at a cost of \$15,000,000 and opened for traffic in 1917, the bridge, which has a total length of 3,240 feet, is of the cantilever type, and spans the river at such a height that great ocean liners are able to pass underneath its massive spans.

From here one might journey eastward again, revelling in the beauties of the Maritime Provinces, where the cool blue waters of the Atlantic beat against the rockbound shores of New Brunswick and Nova Scotia, or lap the red clay banks of Prince Edward Island. However, even the most enjoyable holidays must come to an end, and to the majority of those travelling on the personally-conducted all-expense tour, duty will be calling by the time they have gone far enough to see the beauties which have already been only too sketchily outlined. For those who have the time and opportunity, however, no happier vacation can be imagined than one amid the cool glades of New Brunswick, or on the rugged shores of Cape Breton and Nova Scotia, where "men go down to the sea in ships" and prosecute one of Canada's most important industries—the fisheries; or where they work, perhaps, far under the bed of the ocean, mining coal that another important industry, the steel industry, may be carried on in competition with the world.

And whether it be brief or extended, the Western Canadian, having spent his or her vacation in Eastern Canada, will return imbued anew with the wonders of his country, with its wealth in resources and scenery, which stand second to none in the world.

The Public Elementary School: Its Status and Problems

The public elementary school is the only school for about three-fifths of American children. Is this school doing its duty? Is it meeting present-day demands? Is this large number of future American citizens being educated in our elementary schools in the best way and to the highest degree possible?

A negative answer to these questions is frequent. Certainly there is widespread discussion and criticism of our schools. That the American public is questioning its education may be a very healthy sign, but dissatisfaction and complaint will be worse than useless if they do not lead to constructive thinking and action.

What is the true condition of American education? What is the real situation confronting it? One answer seems clear. Our schools are not now equal to their task. We may regret it, but we must admit the fact. What is wrong? Again an answer is clear. The failure is primarily one of adjustment. The fault is one of lag. Civilization has rushed ahead in unprecedented fashion. The school has moved, but not fast enough. Between school and civilization a lag has developed. A new civilization confronts with a host of new problems and conditions, but the school conception and practice lag behind.

In what respects has civilization rushed ahead? In what respects does the school lag behind?

It is now a commonplace to accept the thesis that pioneer life has set the mould for American custom and thought. This gives the background for the present situation, the condition from which we are now mov-

ing. It is equally a commonplace and equally true that modern industrialism is the one great inclusive cause which is so rapidly modifying the country. But a lingering pioneer idea and custom is not the whole of our lag. While less often considered, it is still true that the intensely practical outlook set for us by our pioneer conditions was accompanied by a formally accepted intellectualistic philosophy, essentially static in character, inherited from our feudalistic forbears of the old world. The situation confronting the school is thus the arduous task of making over its pioneer outlook and practice and its old-world philosophy to meet the host of demands set chiefly by the rising tide of industrialism. The schools have done much, but much remains to be done. Meanwhile the demands increase. It is this lag that we face.

Are the complaints against our schools then justified? Some are, others are not. We confront, in fact, two lags and two corresponding sets of critics. The first and significant lag we have seen. The critics who recognize it perform a social service. Their criticisms are well founded. We must consider their suggestions seriously. The other critics are very different. Failing to see the real situation, they regret that the schools have even tried to change. This is the second lag. These critics lag behind the lagging schools. Their complaints are ill-founded. To these belong, it would seem, Dr. Pritchard, and with him many others who complain of costs and fads and frills. A situation confronts them which they ignore. Eyes have they

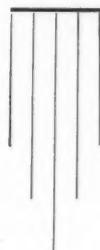
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indeed, but this situation they do not see.

How does the changed situation demand a changed school? What is the bill of particulars? The story is not new, but is worth re-telling. In general, this. In the simpler life of those bygone times the district school with its three R's curriculum gave a useful addition to life, but for the many hardly entered into its essential structure. The pioneer child was really educated in the pioneer home and community. Life was a simple affair and lay open to view. Merely living the normal child life brought enough of opportunity and responsibility to give a very adequate introduction to the normal adult life. The girl helped the mother, the boy the father. Each thus grew to adulthood seeing and feeling the insistent needs of that simple life. The essential industries were for the most part found either in the home or at most in the community. Foodstuffs were raised at home and milled nearby. The raw materials for clothing were not only grown at home but in the literal sense manufactured there. The wider social demands were equally few and almost equally open to view. For these reading and writing were desirable, but hardly essential. The needs for reckoning were but slight, little beyond what the average boy would easily pick up. So much for the curriculum from books. And what of moral character? In spite of possible religious instruction, this was a home-grown product as truly as were the practical skills. Both were alike the all but necessary results of taking part in the all but universal work of the home. What the school furnished was then a little literary equipment, and that hardly essential as many saw life. Education came otherwise. Life gave it.

Now the times are different. Science and its lusty offspring industrialism have greatly changed things. Life is no longer simple, but highly complex. Business, social, life, domestic and foreign political life, even the leisure time of life, demand far more from the individual than formerly. Nor is this all. Not only are the demands far greater and more exacting than formerly, but the opportunities for meeting these are relatively lessened. The home as an educative institution has given up one by one its many industries, yielding them to the factory, so that the modern child, especially the city child, finds his home very much less educative than was the case with his forebears. And this is so in many ways. He now sees no essential industry in its complete round as was formerly common. Bread may be baked at home, but the average city child has not seen wheat growing- or reaped or threshed or milled. A few garments may be made at home, but no sheep or cotton or carding or spinning or weaving has he seen. But this is not all. Mere seeing, as important for understanding as that may be, is small in comparison with the outlook, insight, and attitude that formerly came from responsible participation in necessary processes. The modern city child may have a few household duties laid upon him, but the danger is great that child and parent will both feel these as artificial. Even at the very best, the moral character educative effect is but slight in comparison with the effect got from seen-to-be-necessary participation in those many seen-to-be-necessary family enterprises of the earlier days.

When we leave the family for the larger community the educative loss is perhaps not so great, but still real. Common affairs, as subways, telephones, and motor cars, educate the child into how to use them, and such things are so numerous that much learning results, but the deeper and wider social processes are relatively hidden. Whereas in former times grist mill

and blacksmith shop were open to all, the factory now says "no admittance." Even where children are allowed to enter, the processes are so complex and involved as to be unintelligible to sight. With no understanding of such matters appreciation is all but impossible, and social solidarity suffers. And it is (if possible) worse with modern government and political party management. These are so complicated that most adults hardly understand them. To the child they are repellent mysteries.

Thus with a wider and more complex world to enter and master, with relatively fewer opportunities to see at close range the workings of that world, with little or no responsible participation in those workings, the modern child presents a very serious educational problem. If this be not met, civilization will surely suffer. Some even fear it may disintegrate. At any rate, the danger is real. In the judgment of most thinkers the modern school must be our main reliance. It must re-shape itself as best it can to supply the modern child an educational institution and opportunity adequate to modern conditions. Home and church, rightly or wrongly, no longer meet the situation.

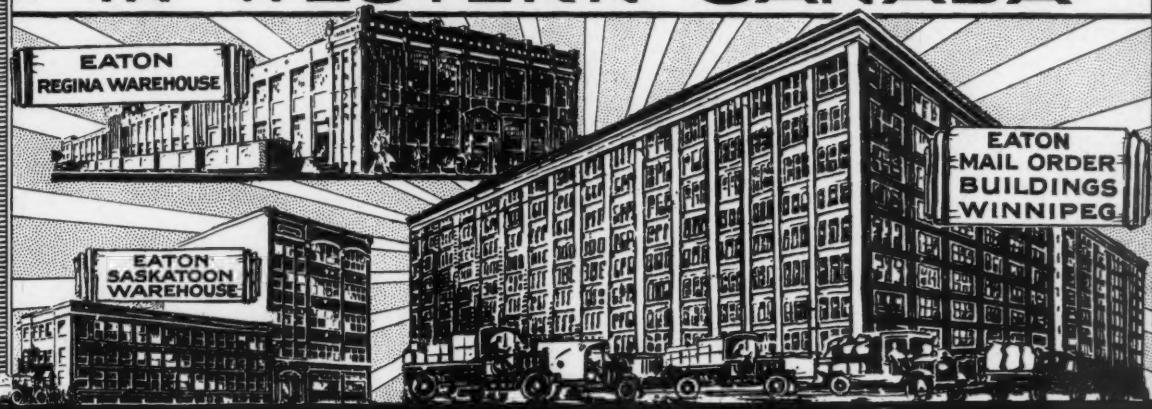
It cannot be too much emphasized that the task of the school is thus different in kind as well as degree from what formerly prevailed. Then the school's task was mainly to supplement life by adding the Three R's. Now the school must supply the most educative part of life itself. Then ordinary living at home and in the community, directed by insistent family needs, sufficed to give fairly adequate preparation. Now education will be tragically inadequate unless the school can see its newer and larger duty and re-make itself accordingly.

A nearer look at some of the conditions of modern life may bring out more clearly the respects in which the schools must change.

Science and industry have combined to create "the great society" with its factory production, its world markets, and its ever-increasing urbanization. The products of industry satisfy the wants of man as never before, but at the same time call into conscious insistence ever new wants. Meanwhile the bigness of aggregation so overwhelms man as to lessen his will for responsible individuality. With man's wants thus alternately met, stimulated, and denied, with science constantly enlarging the sphere of its iconoclastic scrutiny, with press and pictures and radio spreading knowledge in undreamed of fashion, there arises a flood of criticism, and the hold of external authority, whether of government or church or creed or custom, fast loses its sway. We are thus nearly repeating the breakdown of the Athenian *mores* at the time of the Sophists, but with two important differences. Our situation is not only rapidly shifting as was theirs, but with us, because of increasing inventions, the shift promises to become even more rapid in the future. In this we seem worse off than was the bewildered Athenian. But more fortunate than he, we have in science and scientific method a surer promise of facing difficulties and solving problems than had even that capable people. As said before, the school must be our reliance for effecting necessary changes in the face of these difficulties. After home and church and community have done all they can or *will*, the school remains the principal agency of society for fitting the young to grapple with life. The school must ever remain the residuary legatee of educational responsibility.

What, then, are the demands on the school?

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First for things, physical things. For the youngest child, and continuing on to the end, we must provide an abundant acquaintance with the physical things of life. In earlier days no such need existed. Things were insistent everywhere. Inside of school, books accordingly then sufficed. Now, unless we do take care, the child will starve for lack of varied sense experiences, for lack of manipulation, for lack of experimental and testing conditions. What cannot be thus brought into the schoolroom must be seen in excursions. Education must proceed on a basis of physical fact experience. The school must now supply it.

Second, for social life. To learn how to live our children must practise living. Morals and citizenship must begin from the first and must remain always a prime objective. The only way to learn to regard the rights of others is to practise in season and out a respect for the rights of others. The only way to learn to respect the common good is to exercise in many, many different ways a regard for the common good. Practise with satisfaction is the rule laid down by psychology. Build specific habits. Generalize from these. Practise the generalization until a broader habit is built. All of this means that the school must be a miniature society in which real purposing goes on with its real willing and real thinking, with occasional real clashes and real responsibility. Purposing and responsibility are absolutely essential to growth of character.

Third, for responsible thinking. The old school, with its old-world intention of maintaining the established status, told its pupils what to think. That they should think for themselves or think new things was the last thing it sought. But a shifting civilization presents ever new problems. Solutions made in advance no longer suffice. We could not, if we would, tell our pupils what to think. We do not know what problems they are to face, much less the answers to those problems. So the new school must accustom its pupils to expect novel situations, and to take the experimental attitude. In times past the thought demanded in our schools was mainly to understand solutions provided by authority. With the new school, thinking exists not to bolster up the old, but to lead the way into the new. History will be a study and criticism of how men have met and solved their problems in order that we may better understand and solve our problems. Science will more depend on experimenting and less on "doing forty experiments" laid down in a manual. Always and everywhere, thinking must mainly be an adventure into the unknown.

If these things be so, what then?

1. We must have a new theory of education. Schooling must no longer be the mere acquiring of facts and skills to give back on demand at examination time. The new school must be the effort to educate for life through life. It must seek continually to remake life to ever higher and richer levels.

2. This means a new conception of curriculum. Mere conventional and traditional learning, however deeply entrenched in public esteem, must give way to really educative experiences. Everything accepted into the curriculum must be really practical, that is influencing life for good. Especially the new school must really build moral character. This can be done. It must be done. So the new curriculum will be no narrow or one-sided affair. The substance of the three R's will be learned, but the enrichment of life and the building of character will be the main objectives, the enrichment of child life and through it the enrichment of adolescent life and through it the enrichment of adult life—one continuous process.

3. And a new conception of method must accompany and bring the new curriculum. Many of the choicest character traits cannot be assigned or tested, but must be called out and fixed in a regime of natural child living. How to direct such living in order to call out the best and then to fix it, this will be the problem of the newer method, a method now conspicuous for its absence in those schools where children are driven in herds to acquire in formal fashion a mere formal pabulum.

4. These new conceptions mean a new and costlier school. Let us repeat the word *costlier*. Some among us must be made to understand. If education is to discharge its duty it must be better and richer than it has been. Civilization demands it. And this means that better selected and better prepared teachers must have charge, with fewer children to the teacher and better equipment. And all this means more money.

Our rural schools are, on the whole, tragically and disgracefully inadequate. Much of the country does not enforce attendance up to fourteen years. But this is no longer sufficient. The compulsory period must reach beyond the elementary school into the junior high school, and probably still higher. And let no one question the intelligence of the great mass to profit by secondary education. The problem is the other way about: What kind of education will profit these young people? And this kind profitable to life we must give.

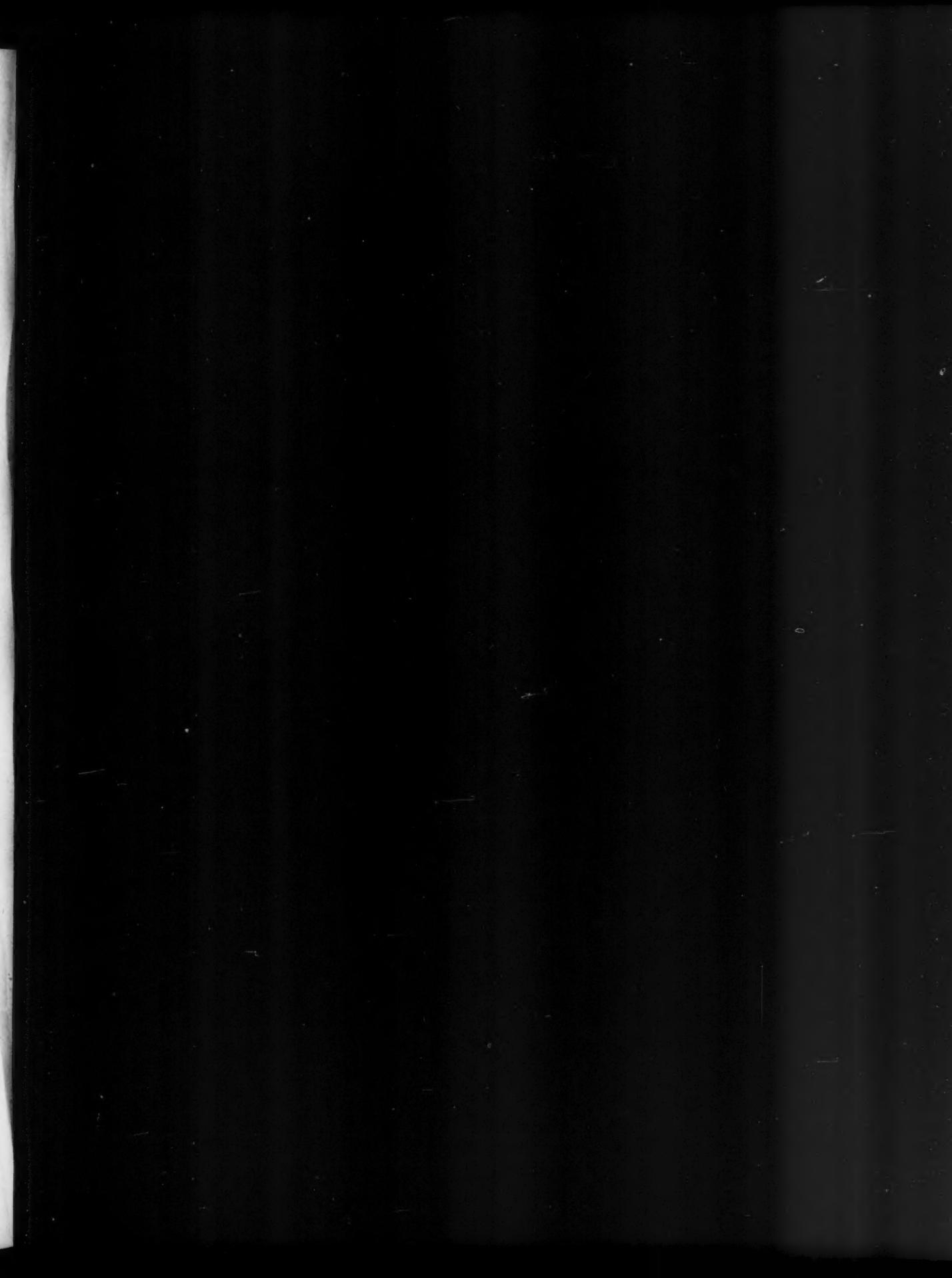
Is it worth the cost?

With civilization changing ever more rapidly, with problems increasing in equal ratio, with unrest growing among the unprivileged, with these things happening, we must bring the school more nearly abreast of the demands which it faces. Not to do so is suicidal. The cost and effort are absolutely essential.

—William Heard Kilpatrick, in *The New Republic*.

WHY I AM NOT A PSYCHOLOGIST

Why, then, am I not a psychologist? Because, with all respect to psychologists, I do not think psychology is yet a science. Mechanics became a science when physicists had decided what they meant by such words as weight, velocity, and force, but not till then. The psychologists are still trying to arrive at a satisfactory terminology for the simplest phenomena they have to deal with. Until they are clearer as to the exact meaning of the words they use, they can hardly begin to record events on scientific lines. Moreover, I do not believe that psychology will go very far without a satisfactory physiology of the nervous system, any more than physiology could advance until physics and chemistry had developed to a certain point. This is not to say that physiology is a mere branch of physics or chemistry, or the mind a mere by-product of the brain. But it is a fact that we can only know about life by observing the movements of matter. You may be the most spiritually-minded man on earth, but I can only learn that fact by seeing, hearing, or feeling your bodily movements. As the latter depend on events in your brain, I may as well get some information about those events. To study psychology before we understand the physiology of the brain is like trying to study physics without a knowledge of mathematics. Physics is more than mathematics, as matter is more than space, but you cannot have the one without the other. Now at the moment the physiology of the nervous system is being worked out with great speed, and by contributing to its progress I suspect I am doing more for psychology than if I became a psychologist. —J. B. S. Haldane, in *The New Republic*.



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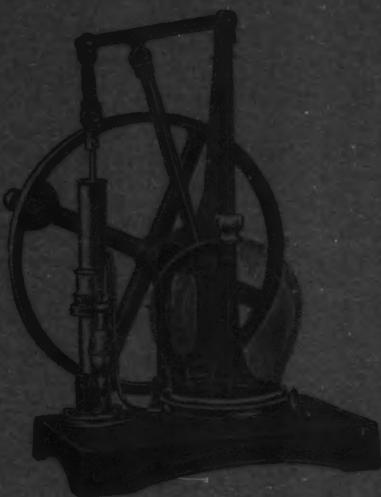
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